DOCUMENT RESUME

ED 129 983 CE 007 788

TITLE	Career Education Mini-Conferences. Final Report.
INSTITUTION	Ohio State Univ., Columbus. Center for Vocational Education.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE	Jul 76
NOTE	190p.
EDRS PRICE	MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS	*Administrative Policy; *Career Education; Community Relations; *Conference Reports; *Conferences; Cooperative Planning; Counseling Programs; Educational Coordination; Elementary Secondary Education; Exceptional Students; *National Programs; Parent Role; Parent School Relationship; Professional Associations; Program Development; Program Evaluation; School Community Relationship; School Industry Relationship

ABSTRACT

The 27 mini-conferences described in this report were designed to communicate career education philosophy, teaching and counseling practices, evaluation methods, and program activities and results to school practitioners. Focus was on the scope and sequence of career education with the aim of improving the capacities of educators in specifying, comparing, and evaluating the problematic strategies involved in making career education productive. An overview describes each of the 12 conferences in Phase I (for practitioners); extensive content notes from each conference are also included. (The first four focused on the teaching/learning process at four different grade levels. Participants were kindergarten through grade twelve teachers actively involved in career education. The remaining eight Phase I conferences were each concerned with some aspect of evaluation, counseling, community relations, and special populations). The section on Phase 2 summarizes the outcomes of mini-conferences held to determine the status of career education across the nation as viewed by state department of education personnel. The section on the ten Phase 3 conferences lists participants for each conference with no notes or proceedings. Outcomes of the last conference, in which participants representing national business and community organizations discussed ways in which their organizations could participate more effectively in career education, are described in more detail. A complete directory of participants is included. (TA)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

AUG 3 0 1976

ED129983

CAREER EDUCATION MINI-CONFERENCES

Final Report

Prepared for
The Office of Career Education
United States Office of Education

Richard J. Miguel
Project Director

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

July 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 007 788

Civil Rights Compliance

DISCRIMINATION PROHIBITED - Title VI of the Civil Rights Act of 1964 states:

> "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Title IX of the Education Amendments of 1972 states:

> "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . ."

Therefore, any program or activity receiving financial assistance from the Department of Health, Education, and Welfare must be operated in compliance with the above.

A Project Conducted Under
G007502298

The material in this publication was prepared pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

FOREWORD

As part of its interest in and support of studies in career development, The Center for Vocational Education continues to pursue and engage in research and development activities that contribute to the betterment of career education. This project was designed to move toward national consensus on the scope and sequence of career education for kindergarten through grade twelve. Such an achievement should help practitioners and other educational decision makers as they plan and implement career education experiences in their schools.

The degree of involvement experienced during the mini-conferences is another important benefit. To involve local practitioners, state coordinators of career education, business, labor, and industry representatives, members of national organizations outside of career education, and U.S. Office of Education, Office of Career Education staff represents a significant achievement in educational research and development. Their agreement concerning the substance of career education should lead to efficient program development, evaluation, and implementation in future years.

We would like to thank the participants of these twenty-seven mini-conferences for their time and effort, but most of all, for their invaluable advice and consultation.

Robert E. Taylor, Director
The Center for Vocational Education
The Ohio State University

ACKNOWLEDGMENTS

Career Education Mini-Conferences is a project that has concerned itself with people and what they are doing for, thinking about, and hoping for in regard to the future of the students in our nation's schools. Only the lack of space prohibits mentioning each person's name, but I do want to thank each participant for the unique and meaningful contributions he or she made. To be able to witness the enthusiasm of participants as they told about their dedication to career education efforts was a learning experience that is without equal. To see Dr. Kenneth Hoyt masterfully guiding discussions, conscientiously following through on all proposed action items, and sharing his vigor and infectious zeal for career education was truly inspiring. In our first mini-conference Peggy Horner noted, "Career education is about people, not products." How right she is. From my point of view, it is about very special people, indeed.

The Center staff is to be commended for their efforts to make the project function effectively. Marianne Bohne, our project secretary, conscientiously and effectively handled vast amounts of correspondence, business forms, and manuscript typing. Her diligence contributed greatly toward the articulation of the project. Appreciation is also expressed to Lee Brown for her consultation and work on graphic design and to Nancy Fromson for editing various manuscripts. The project is indebted to Janet Blankenship and Peg Pethtel for assisting in Columbus conference arrangements, to Eric Ruff for transporting participants, and to Ernie Spaeth for duplication services. Conferences were ably photographed by Dan Krivicich. We would also like to thank Dora Wiedholz for supplying us with a photograph of our first conference and Myrna MacDonald for a photograph of the conference for counselors.

Many conference participants graciously brought career education materials to share. These excellent materials can be seen either at The Center or at the Office of Career Education, United States Office of Education.

Finally, appreciation is expressed to over one hundred persons who attended these mini-conferences as observers. They added immeasurably to the spirit and success of our productive dialogues on career education.

Richard J. Miguel
Project Director
Career Education Mini-Conferences
The Center for Vocational Education
The Ohio State University

PREFACE

Between September of 1975 and May of 1976, twenty-seven mini-conferences were organized and administered by Dr. Richard Miguel, The Center for Vocational Education, The Ohio State University, under an Office of Career Education grant. This project provided practitioners and The Office of Career Education with a means of communicating with each other on the substantive issues of career education.

During the Fall of 1975, twelve mini-conferences were held to solicit advice and consultative assistance to the Office of Career Education from the "actors" in career education: classroom teachers, evaluation specialists, counselors, business/labor/industry personnel, parents, and specialists in a variety of special populations career education attempts to serve. This purpose mandated my personal involvement with participants at each mini-conference.

The notes taken at these conferences are contained within this document. They are intended to serve the following purposes: 1) to supply the "flavor" of each conference in the most direct form possible to those unable to be in attendance; 2) to serve as one means of thanking participants by sharing with each the notes from all of the conferences; 3) to serve as a means by which participants can correct any inaccuracies in these notes that may exist; and 4) to serve as base input for both Phases 2 and 3 that followed. Other than minor editing, they are what I wrote down during the conferences. I must, and do, accept full responsibility for notes that inaccurately reflect what one or more of the participants said. Such inaccuracies that may exist are completely unintentional and I apologize for them.

Those reading these notes should be aware of the fact that the Phase 1 participants were, in no way, randomly selected. Rather, the 144 participants were carefully chosen from close to 3000 nominations received from state coordinators of career education, NEA, and 1974 mini-conference participants. An attempt was made to have each of the ten U.S. Office of Education regions represented in each mini-conference. All 50 states are represented among Phase 1 participants. While no one would or should claim that the participants represented the "best" persons in a particular category, it seems safe to say they were each knowledgeable and experienced.

The four mini-conferences of Phase 2 were conducted during January of 1976. The purpose of these conferences was to gather data regarding the status of career education in each of the states from all the state coordinators of career education. The report from each of the states was made and discussed vis-a-vis issues and concerns raised in the Phase 1 mini-conference report.

Forty-two states, along with the District of Columbia and

Puerto Rico, were represented at these Phase 2 mini-conferences, with each coordinator giving two full days of effort to this assignment. Of the eight states not represented (Alaska, Delaware, Georgia, Mississippi, Montana, Pennsylvania, South Carolina, and Tennessee), all but one indicated that their absence was strictly due to unavoidable scheduling conflicts. Considering that all of these were held in January, when all of us encounter one emergency after another, it is simply fantastic that forty-four coordinators gave their valuable time in order that we all might gain the perspectives that emerged from these Phase 2 conferences. This is the kind of willingness to share that will do a great deal, in the long run, to assure the continuing growth and success of career education.

A summary of the outcomes of the Phase 2 conferences is contained within this document. This information was based upon the notes I took at the conferences. The notes, per se, are not included here, but are contained, instead, in the Phase 2 report which has been made available on a limited basis.

As a final word on Phase 2, I would like to say how impressive it was to observe the obvious increase in the quality of professional background and leadership shown by the state coordinators of career education. They are to be commended for some really significant and valuable contributions.

Phase 3, conducted in the spring of 1976, consisted of eleven mini-conferences that brought together a group of conceptualizers and executive officers of major organizations and associations both within and outside of education. In discussing the Phase 1 reports with these participants, it was possible to broaden and deepen the perspectives of career education regarding teaching and learning processes, evaluation, counseling, business, labor, and industry involvement, parent interaction, and programs for special populations. The insights gained from these conferences have been incorporated into a series of monographs that will be available shortly.

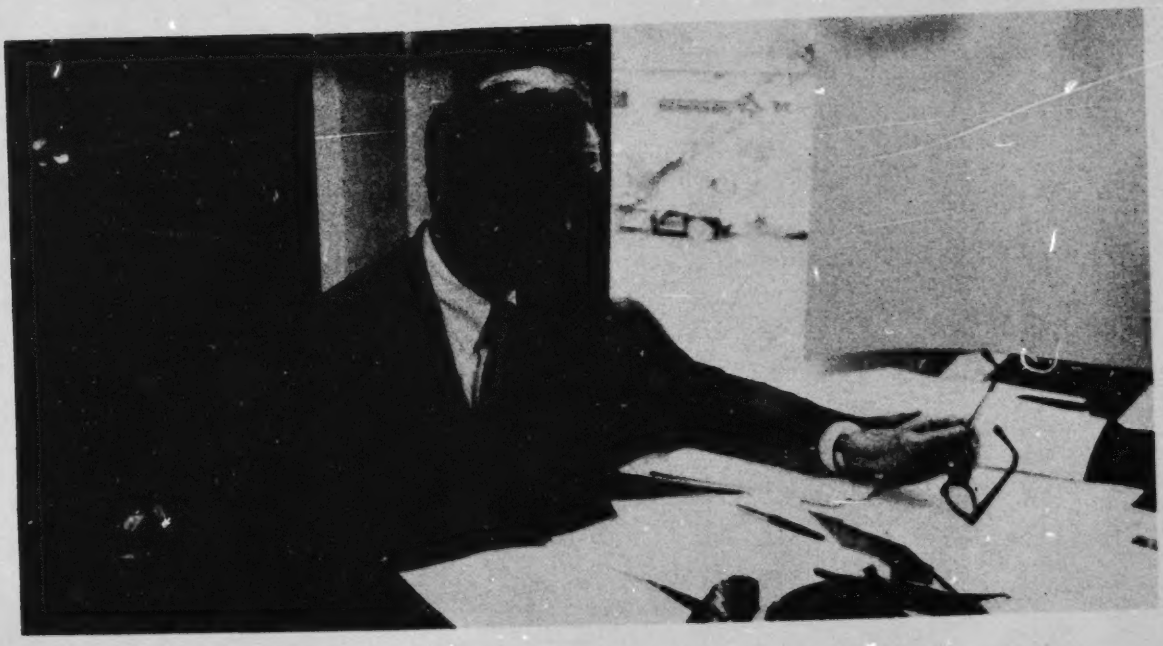
I am personally grateful to the participants of Phase 3 for attending these conferences and contributing so much to our understanding of their work and interest in career education related activities. We look forward to their continued support.

All of the mini-conferences of Phases 1, 2, and 3 were conducted with no preset agenda. Instead, participants at each conference constructed their own agenda. Thus, no conference followed exactly the same pattern. This flexibility allowed participants to make contributions that exceeded my most optimistic expectations. As you read the pages that follow, I hope that you will be convinced, as the participants convinced me, that outstanding career education practices <u>are</u> going on all over the country. I have tried to record the advice given the Office of Career Education without

editing so that you, too, can grasp this spontaneity and vigor.

I hope all readers will join me in thanking each and every mini-conference participant for an outstanding contribution. Finally, I hope you will also thank Dr. Richard Miguel for the many hours he devoted to assuring that each conference ran smoothly and effectively.

Kenneth B. Hoyt, Director
Office of Career Education
United States Office of Education



CONTENTS

		Page
FOREWORD		iii
ACKNOWLEDGMENTS		iv
PREFACE		v
INTRODUCTION		1
PHASE 1: PRACTITIONERS		
Overview		7
Conference Notes		
Mini-Conference 1:	Teaching/Learning--Grades K-3	27
Mini-Conference 2:	Teaching/Learning--Grades 4-6	37
Mini-Conference 3:	Teaching/Learning--Grades 7-9	49
Mini-Conference 4:	Teaching/Learning--Grades 10-12	59
Mini-Conference 5:	Evaluation	69
Mini-Conference 6:	Counselors	81
Mini-Conference 7:	Business,Labor, and Industry	93
Mini-Conference 8:	Parents	101
Mini-Conference 9:	Handicapped	109
Mini-Conference 10:	Female Students	119
Mini-Conference 11:	Gifted and Talented	127
Mini-Conference 12:	Minorities	135
PHASE 2: STATE COORDINATORS OF CAREER EDUCATION		
Summary		141
Participants		145
PHASE 3: NATIONAL ASSOCIATIONS AND ORGANIZATIONS		
Overview		148
Participants		149
Mini-Conference 17:	Conceptualizers	149
Mini-Conference 18:	Teaching/Learning	150
Mini-Conference 19:	Evaluation	150
Mini-Conference 20:	Business, Labor, and Industry	150

Page

Mini-Conference 21: Counselors 151
Mini-Conference 22: Gifted and Talented. 151
Mini-Conference 23: Handicapped. 152
Mini-Conference 24: Minorities 152
Mini-Conference 25: Female Students. 153
Mini-Conference 26: Parents. 154

Conference Notes on Mini-Conference 27: Involvement of Community Organizations and Associations in Career Education 155

DIRECTORY OF PARTICIPANTS

Phase 1: Practitioners 163
Phase 2: State Contact Persons for Career Education. 175
Phase 3: National Associations and Organizations 185

CAREER EDUCATION MINI-CONFERENCES

INTRODUCTION

This project was designed to communicate career education philosophy, teaching and counseling practices, evaluation methods, and program activities and results to school practitioners and to the general public. To that end, twenty-seven mini-conferences were planned, and, over a nine month period, 144 practitioners, 42 state coordinators of career education, 10 conceptualizers, and 64 executive officers of national organizations and associations participated in those conferences. In sharing their local, state, or national perspectives, in identifying problems and concerns, and in discussing issues and making recommendations, these participants provided a better understanding of and determined future directions for career education at the K-12 grade levels.

The Problem and the Setting

During 1974, twenty mini-conferences were conducted for local coordinators of career education and other practitioners from each of the fifty states. While considerable agreement concerning the concept of career education evolved through these conferences, little agreement was reached regarding the timing of specific learning experiences. Therefore, one of the areas investigated in the 1975-1976 series of mini-conferences was the scope and sequence of career education. The principal reason for focusing on scope and sequence was to improve the capacities of educators in specifying, comparing, and evaluating the programmatic strategies that will make career education optimally productive for all students. Although there is a need to define an appropriate scope and sequence for adults and preschool children, it is particularly crucial that the problem be resolved soon for the K-12 years because this level is now the focus for the development and demonstration of career education practices.

Other career education areas investigated through this project were: evaluation, counseling, business/labor/industry and parent interactions, career education for special populations, coordination efforts at the state level, and involvement and support of national organizations both within and outside education.

Organization of the Conferences

The mini-conferences were organized and conducted by The Center for Vocational Education, The Ohio State University, and were chaired by Dr. Kenneth B. Hoyt, Director of the Office of Career Education, U.S. Office of Education.

The twenty-seven conferences began on September 8, 1975 and ended on May 21, 1976. Each of the conferences lasted one or two

Table 1

Phase 1: TWELVE MINI-CONFERENCES FOR CAREER EDUCATION PRACTITIONERS

Conferences 1-4
Scope and sequence for the delivery of career education through the teaching/learning process

1) Grades K-3, 12 teachers
2) Grades 4-6, 12 teachers
3) Grades 7-9, 12 teachers
4) Grades 10-12, 12 teachers

Conferences 5-8
Scope and sequence problems associated with major organizational aspects of career education

5) Evaluation, 12 specialists
6) Counseling, 12 guidance personnel
7) Business/Labor/Industry (B/L/I), 12 representatives
8) Parent concerns, 12 parents

Conferences 9-12
Scope and sequence for the delivery of career education to special segments of the population

9) Handicapped, 12 representatives
10) Female students, 12 representatives
11) Gifted and Talented, 12 representatives
12) Minority groups, 12 representatives

Phase 2: REVIEW OF PHASE ONE - STATE COORDINATORS OF CAREER EDUCATION

13) Thirteen state coordinators
14) Thirteen state coordinators
15) Thirteen state coordinators
16) Thirteen state coordinators

Phase 3: REVIEW OF PHASE ONE - TEN SPECIAL EMPHASIS MINI-CONFERENCES: ASSOCIATIONS' VIEWS

17) Conceptualizers
18) Review of Phase I mini-conferences 1-4 on teaching/learning process
19) Review of Phase I mini-conference 5 on evaluation
20) Review of Phase I mini-conference 7 on B/L/I
21) Review of Phase I mini-conference 6 on counseling
22) Review of Phase I mini-conference 11 on gifted and talented
23) Review of Phase I mini-conference 9 on handicapped
24) Review of Phase I mini-conference 12 on minority groups
25) Review of Phase I mini-conference 10 on female students
26) Review of Phase I mini-conference 8 on parents

SPECIAL MINI-CONFERENCE

27) Involvement of Community Organizations and Associations in Career Education

days. The conference series occurred in three phases. Phase 1 consisted of twelve conferences for practitioners at the local level. Phase 2 assembled state coordinators of career education; approximately twelve coordinators were present at each of four meetings. Phase 3 began with a conference for ten conceptualizers; the other eleven conferences in this phase convened executive officers of national organizations. Phase 1 was held at The Center for Vocational Education during the autumn of 1975. Phases 2 and 3 were held in Washington, D.C. from January through May of 1976.

About Phase 1

The conferences in Phase 1 involved local practitioners in a dialogue with the Director of the Office of Career Education on the following topics: teaching and learning processes, evaluation, counseling, business/labor/industry involvement, parent interaction, and career education for special student populations --handicapped, females, gifted and talented, and minorities.

The participants were selected from over 2000 nominations made by state coordinators of career education, NEA, and the 1974 mini-conference participants. All fifty states, Puerto Rico, and Washington, D.C. were represented. Each conference attempted to bring together at least one representative from each of the ten USOE regions.

About Phase 2

All fifty-two coordinators of career education in all the states, the District of Columbia, and Puerto Rico were invited to attend four conferences held in Washington, D.C. on January 5-6, 12-13, 19-20, and 26-27. As in Phase 1, each of the ten USOE regions was represented at each of the four conferences.

These conferences enabled the coordinators to share their concerns, discuss problems, develop plans, report on the state of career education in their states, and identify strategies for future progress.

About Phase 3

The participants of Phase 3 met in small groups of five or six to discuss the proceedings of individual conferences in Phase 1. They also discussed with the Director of the Office of Career Education ways in which their organizations could participate more effectively in career education and ways in which the Office of Career Education could help them in their own career education efforts.

PHASE 1

PHASE 1

OVERVIEW OF THE MINI-CONFERENCES FOR CAREER EDUCATION PRACTITIONERS

The first four conferences in this series of mini-conferences focused on the teaching/learning process. The participants were teachers of kindergarten through grade twelve who are actively involved in career education. The remaining eight conferences concerned themselves with evaluation, counseling, community relations, and special populations.

The participants were selected from over 2000 nominations submitted by state coordinators of career education, National Education Association, and participants of the 1974 mini-conferences. In most cases, at least one person was selected from each of the ten USOE regions to ensure even geographical distribution of participants at each conference.

The setting for all the conferences of Phase 1 was The Center for Vocational Education, The Ohio State University, Columbus, Ohio. The picture below shows one of the mini-conference groups participating in that setting.

The following are brief descriptions of what occurred at the twelve mini-conferences held for career education practitioners at The Center for Vocational Education. A complete set of notes for each conference can be found in the next section of this report.

Career education in the primary grades fosters feelings of self-worth in students and contributes to their sense of importance as human beings. Students involved in career awareness activities gain a sense of accomplishment and success. In learning more about themselves, students become aware of their relationships with others in their community. These conference participants noted that these learnings become significant in helping students form positive self-concepts.

The Teaching and Learning Process in Grades K-3

Acquisition of specific occupational knowledge and selection of occupations were not seen as appropriate outcomes for K-3 students because they are too far removed from major career decisions. Also, no one has any idea of what the world of work will be like when these students enter it some 10 or 15 years from now.

The role of parents in career education is most important at this level, and teachers should make use of this valuable resource. It was pointed out that many students thoroughly enjoy having their parents come to school as community resource persons and are fascinated to hear about the tasks they perform in their occupations. Describing job experiences, showing pictures of job locations, special tools and equipment give students greater career awareness. Such shared experiences provide a basis for better child/parent understanding as well as initiate understanding of how classroom learning relates to the world of work.

This group of K-3 teachers also indicated that knowing what key career concepts to teach is useful. However, they did not feel the need for a discrete scope and sequence because career education should not be taught as a separate subject. Rather, it should be taught within all existing subject areas. In this way career education acquires the scope and sequence of the subject matter into which it is infused.

Each participant expressed enthusiasm about involving other teachers in career education, although there are barriers to overcome. Many teachers do not yet seem to understand what career education really is. Through in-service workshops, committees, and general meetings, teachers can learn how to make better use of school and community resources to help students.

The Teaching and Learning Process in Grades 4-6

This group of teachers feels that career education has many plusses. At the top of the list are its very humanistic qualities. Career education allows students to explore, to find out what their interests and strengths are, and then to capitalize upon them. Success, the key to building positive self-concepts, is incorporated at every step. Involvement in career education permits acquisition of basic skills in a positive learning environment. The participants have found student motivation to be high in the nine- through eleven-year-old age group and this makes learning experiences very exciting for both students and teachers.

The Teaching and Learning Process in Grades 4-6

Fourth, fifth, and sixth graders, in developing career awareness, become more sensitive to the reasons for formal education and to the need for preparation for the world of work. Contacts with community resource persons help students realize that learning basic skills now will be important later. A major benefit of career education is that it enables teachers to help students become more of what they are capable of becoming. It makes education a part of life, and not merely preparation for it.

Much discussion in this group centered on values clarification. In developing values, students become aware of the personal meaning of work in their own lives and can begin to relate this awareness to their own career interests. In addition, focus on the improvement of work habits, development of decision-making skills, and identification of working styles are of great importance. One area of concern to these participants is helping students gain respect for all types of work. Students must realize that it is the integrity of the person doing the work that matters.

During a discussion of scope and sequence for career education, these teachers also indicated that the existing school curricula provide much of that structure. They felt that a highly specific scope and sequence designed exclusively for career education would be too limiting and would not be used. However, a broad overview of direction and purpose would be useful.

Evaluation of career education programs is difficult. Existing tests do not seem to give an accurate picture of the outcomes of career education. However, teachers should not be held back by the limitations of evaluation instruments. Rather, schools must gather and measure evidence in terms of the objectives set forth by career education. Evaluations made by teachers must be valued, since their observations and judgments have rendered the best evaluation data available.

The Teaching and Learning Process in Grades 7-9

At the junior high level, the emphasis of career education shifts from the student as the receiver of career information to that of the student as the subject of career exploration. In elementary school, students hear much about different kinds of occupations through career awareness activities. When they get to junior high, students begin to focus on their own career objectives and to explore areas of interest to them. According to these teachers, students in grades 7-9 enjoy and benefit from "shadow" activities and actual work experience that permit students to do the work--not just observe it.

The teachers participating in this conference described a broad range of activities that focus on the accomplishment of several important goals. These are highlighted in five questions developed for junior high students by a values clarification project: Why explore? Who am I? What is a career? How can school help? What can I become?

The need to develop self-awareness and foster positive self-concepts continues at this level. As students develop increasingly clearer pictures of their strengths, weaknesses, interests, and values, they are able, with counseling, to direct those traits to appropriate, broad occupational fields. Students are then able to formalize educational plans that are very flexible, but purposeful in providing career direction. The school staff, parents, and the business, labor, and industry community play important roles in the lives of these youngsters. They must be available and willing to collaborate in the best interest of the students

The Teaching and Learning Process in Grades 10-12

The need for career education is vital at the high school level because it is at this time that students either formalize their postsecondary education plans or make final preparations to enter the work force. The contacts with, and support of, parents, school staff, and community resource persons help high school students organize all the input they have had during the period of their formal education. In this way, they can make intelligent decisions regarding their future plans.

As students strive to understand themselves, the world they are about to enter, and their roles in it, it is vital for them to develop and refine certain skills which will enable them to choose the types of work to which they are best suited. Having

well informed people who like what they do, succeed in their jobs, and are able to cope with life's problems and adapt to changes is the goal of career education.

Teachers at this conference indicated 31 skills and attitudes that should be emphasized in the high school years. Among them are: continuing the learning processes of self-awareness, including self-respect and values clarification; respecting work and understanding its personal value; learning how to make decisions and take responsibility for them; acquiring good work habits; understanding the importance of communication and interpersonal skills; developing coping and adaptability skills; acquiring job-seeking, job-getting, and job-holding skills; understanding the wide range of options available within our economic system; and setting realistic goals and knowing how to achieve them.

Evaluation of Career Education

There are many evaluation devices and processes being employed to document the successes of career education. The participants of this conference, who have much experience in evaluating career education in local school districts, provided perspective on the problems, progress, and future directions of those evaluation processes. The evaluation outcomes sought by these experts lie in the following areas of knowledge: use of occupational information, awareness of the availability of educational preparation programs, understanding of basic career

Evaluation of Career Education

development principles, awareness of reality factors such as financial barriers, and use of career decision-making and planning skills. Other areas that need to be assessed are results of incremental improvement, long-range effects of programs on students, and acceptability of products and programs to users.

In reviewing the nine learner outcomes stated in the USOE Career Education policy paper, these evaluators reported that almost all are measurable. Finding the appropriate instrumentation, achieving consistency in reporting data, and finding consensus on what constitutes adequate achievement of the outcomes still remain major problems to be solved.

Other problems include identification of specific outcomes by grade level progression, verifying that outcomes are directly attributable to specified treatments, helping the public understand evaluation results, keeping evaluation costs reasonable, and identifying differential evaluation methodologies that can account for differences among various student populations.

Career Education and Counseling

Diverse roles of counseling and guidance were represented in this conference. Because participants' jobs ranged from elementary, junior high, and high school counselors to career education coordinators, career resource specialists, and placement officers; so, a wide variety of experiences was described and multiple perspectives were achieved. The most important fact is that counselors play a vital role in career education and that they should be involved in career education planning and implementation from the beginning. The participants described how they relate to other school personnel, students, parents, and the community; programs now in use and those planned for the future were also shared.

Several points merit attention. Counselors need to take the initiative in involving teachers in career education. Presenting ideas, offering suggestions, and volunteering assistance are ways to do this. A cooperative effort, begun by the counselor, enhances teacher/counselor relationships and may motivate teachers to provide exciting career education activities for students. In addition, teachers will be amenable to having counselors conduct the activities which counselors are more suitably prepared. Another dividend of this cooperative effort will be the teachers' willingness to participate in in-service workshops to improve their career education skills.

Career education and career guidance were also discussed. It was felt that if career education is dealt with effectively by elementary, junior high, and high school teachers, then high school counselors will be able to do career guidance more successfully. Career education and career guidance are complementary efforts--not an either-or proposition.

Inclusion of administrators and curriculum developers is also essential. All school personnel need to understand how to incorporate career education concepts into all subject areas at all grade levels. Only when the counselor can have input into curricula, cooperation of the administration, and support of the teaching staff, can students derive the greatest benefit from their formal education experiences.

Career Education and Counseling

Career Education and Business, Labor, and Industry

The business, labor, and industry community is both a benefactor of and a resource for career education. The goal of achieving a well educated, skillfully trained, and self-motivated work force cannot be overemphasized. It appears that B/L/I not only value that goal highly, but are also willing to be participants with the schools in achieving it. Each B/L/I organization needs to take proactive measures in such areas as formulating career education policy, assisting educators in transcending the obstacles that are now keeping the worlds of school and work apart, and aiding students in their transitions into work places.

Participants in this conference abounded with ideas and suggestions for quality B/L/I involvement in career education. They were also insightful in identifying potential problems and offering possible solutions. A major source of difficulties lies in organizational structures. For example, B/L/I have observed

much career education at the "grassroots," but little time being spent motivating principals, superintendents, and board members. B/L/I are not often willing to support career education if they encounter resistance from the schools' policy makers. Other organizational problems center around getting educators and B/L/I personnel familiar with their reciprocal domains, and getting all concerned to function as effective career educators.

Career Education and Business, Labor, and Industry

Excellent examples of career education practice were presented by the participants. Their superior efforts are representative of small businesses and giants such as General Electric and DuPont. Their activities are performed in the school and at their places of business. In one case, an industry has "loaned" one of its management personnel to a school system for a year.

Career Education and Parents

This conference convened to discuss the role of parents in the career development of youngsters in kindergarten through grade twelve. The participants represented a wide spectrum of careers and various types of communities. Placing a high value on career education, they believe it contributes significantly to the growth and learning of students. In particular, career education is seen as providing the following benefits: better self-understanding, awareness of multiple career possibilities,

experiences in a variety of work settings, awareness of life-style implications of different kinds of work, plans for what to do right after leaving school, and motivation for learning --especially acquiring basic skills.

The community was recognized as an excellent "laboratory" for career education. Schools should not try to do everything by themselves. For example, community members can assist youth in productive use of leisure time. Community resource persons can be drawn upon to provide first-hand knowledge about work and occupations. Participants pointed out the difficulty in trying to obtain meaningful work experience outside of schools for teachers. They felt there must be more efficient ways for teachers to become knowledgeable about careers, and that business, labor, and industry could be helpful in this area.

Career Education and Parents

Career Education for Handicapped Persons

Participants in this conference understand and care deeply about the special needs of handicapped students. Career education can be a means of letting these students achieve success at whatever it is they are striving to do. For a low-incidence handicapped student, it may be a job-related skill. For a multihandicapped, it may be a physical care skill that most people take for granted. The philosophy of

career education emphasizes that work is more than paid employment. It permeates all of our activities. Through career education, handicapped students can develop positive self-concepts and achieve their maximum potential.

Career Education for Handicapped Persons

Low-incidence and high-incidence handicaps, both physical and mental, were represented at this conference. Although each area has its unique problems and concerns, there are areas of commonality in all handicapping conditions which can be approached with varying degrees of emphasis.

Much discussion focused on the nature of the skills to be included. Should handicapped students be trained in the same skills as those delivered to the general student population? Many participants felt that generally the skills are the same but that the approach and the activities need to be designed for the particular handicapping condition.

Many of the programs place primary emphasis on survival and adaptability skills and on the development of positive attitudes. Handicapped students often have not learned the basic living

Career Education for Handicapped Person
Participants and Observers

skills that other children pick up naturally. In addition, they must learn to deal with the ridicule and prejudice that they are bound to encounter. Awareness of their own strengths and weaknesses allows handicapped students to build positive self-concepts which enable them to learn job entry skills.

Career Education for Female Students

The theme "Sex Role Stereotyping as a Deterrent to Freedom of Choice" was adopted by this conference. Much of the discussion focused on this topic, and a resolution was passed to affirm that every individual has a right to a career which incorporates her/his abilities, interests, and lifestyle in ways that eliminate barriers dealing with freedom of choice for individual career decisions. Women have found this right difficult to achieve in a society which has stereotyped them and has not truly given them the necessary choices to develop themselves as self-actualizing adults.

Many issues were raised, but time did not permit their resolution. The participants felt that there must be a realization of the quiet revolution taking place in the living patterns of women's lives. Of particular focus are patterns which reflect discontinuity in their careers. Creative and serious efforts need to be directed toward raising career aspirations of female students, exposing them to the total

world of occupations, educating others to the career problems caused by sex-role stereotyping, and designing educational environments that prepare female students to participate in and to receive benefits from work experiences that are equal to those of their male counterparts.

Career Education for Female Students

The participants were zealous in making career education a vehicle to facilitate the career development of women. Their undertakings have been undeniably successful, and they hope to enlist everyone who touches upon the careers of female youth and adults to appreciate their human needs and to create, or in some cases not to impede, the conditions that will ensure optimum career development.

Career Education for the Gifted and Talented

Because their abilities are superior, the career education of gifted and talented students is often neglected because many presume that their success in careers is predestined. This conference made it clear that the gifted and talented are just as much in need of career education as other students are. Since they are exceptional, career education may even have to make special provisions to facilitate their vocational growth.

The discussants presented many worthwhile ideas: a novel means of assessing abilities that could be used in career education; an executive internship program; a community resource project for the gifted; a theater arts program; and a career values clarification program. It was emphasized that work experience related to career exploration has special significance for gifted and talented students. Not only are business, labor, and industry especially receptive to this group of students, but the experience also provides them with the opportunity to expand and enrich their curricula, rather than merely accelerating it.

Many problems that have plagued efforts to meet the needs of the gifted and talented continue to do so in career education. Should they be separated from other students? Are they entitled to a program that is superior to those offered other students? Is the cost of their special programs justifiable? Are there weaknesses in American education that do them a disservice? The participants explored these issues and demonstrated how worthwhile career education for gifted and talented students can be provided.

Career Education and Minorities

Significant progress has been made for minorities in various locales through career education. This is a tremendous beginning toward providing equal opportunity, and achieving equity, for all. The participants related concerns and problems associated with providing career education to the various minority populations they represent.

Generalizations about minorities are often inaccurate and may lead to inappropriate actions that may result in disservice to them. While the term "minority" may be convenient to use in referring to persons who vary in some way from cultural norms, it should not be misused. Groups labeled as minorities are quite different from one another. Some may be quite different from the majority of the population in their cultural approaches to life and learning, while others are not and may not wish to be treated differentially. This variance in attitude is noticeable within any minority group as well.

Programs for minorities, therefore, need to be built around special needs and interests of individuals. For many minorities, there are problems with the system as it is, and drastic changes need to be made. For others, changes are needed to assist them in succeeding within the existing educational system. For example, many minorities need support in educational and career pursuits --support that does not stigmatize them, nor violate their personal integrity, nor lead persons to conclude erroneously that they are not qualified.

Barriers to gaining access to the rewards of our society formally available only to those of acceptable race, sex, color,

creed, or national origin must be eliminated--not because of unfairnesses of the past, but especially because they are intrinsically contradictory to our principles as American people.

Encouraging, innovative, and proactive efforts are needed to assist minorities in career roles that have previously been unfamiliar to them so that their performance of those roles produces success and satisfaction. Ingenuity in program development is a must. Systematic effort in researching the career development of various minorities is also needed with special emphasis on successful accomplishment of developmental tasks such as career decision making and on insight into guiding career patterns toward attainment of their goals.

PARTICIPANTS AS SHOWN IN
CONFERENCE PHOTOGRAPHS

The Teaching and Learning Process in Grades K-3

Front row: Alan Schoenbach, Bertha Morris, Kenneth Hoyt, Phyllis Catlett, Judy Bowling, Judy Adams. Back row: Ann D'Andrea, Nadine Dunning, Richard Miguel, Gwendolyn Wright, David Dushkin, Marilyn Hildebrandt, Peggy Horner, Dolores Johnson, Dora Wiedholz

The Teaching and Learning Process in Grades 4-6

Front row: Roxane Schmidt, Ruby Hauder, Rosa Detamore, Marlys Dickmeyer, Dorothy Clark, Jean Trent. Back row: Nancy Losekamp, Terry Brooks, Jackie Hutchings, Gail Lilly, Vivian Yee, Kenneth Hoyt, David Dushkin, Hilda Kemp, Ruth Roberts, Rosalyn Smith, Wanda Simpkins

The Teaching and Learning Process in Grades 7-9

Front row: Melba Underwood, Michael Janton, Brenda Dykes, Marilyn Cherubini, Pat McKinney, Erma Stargel. Back row: Mary Sue Gentry, Margaret McGrath, Julie Jantzi, Jeri Aldridge, Kenneth Hoyt, Genevieve Chapman, Anna Calderas, James Wilcox, Wright Faatz, Theresa Gushee, Richard Miguel

Evaluation of Career Education

Front row: Arthur Berry, Janet Shelver, Carroll Curtis, Elvis Arterbury, Joseph Gastright. Back row: Thomas Smith, Phil Spieth, Richard Miguel, David Dushkin, Richard Ruff, Ellen Meister, Howard Heitzeg, Gary Jarmer, Frank Rapley, Carol Crowley, Kenneth Hoyt

Career Education and Counseling

Front row: Myrna MacDonald, Louise Bacle, Susan Hohenshil, William Pitts, Mary Kosier. Back row: Cal Holloway, Charles McLean, Barbara Dawdy, Marie Stratman, Kenneth Hoyt, Barbara Churchill, Robert DeVault, Nannell Grube

Career Education and Business, Labor, and Industry

Front row: Al Lorente, Howard Marshall, Ann Graham, Duke Nielson, Joseph Bertotti. Back row: John Marchak, Richard Miguel, John Reynard, Tim Frisby, Wayne Owens, Jack McGlothlin, David Dushkin, John Norris, Kenneth Hoyt, Lewis Harriman

Career Education and Parents

Front row: Claus Colm, Wendy Lageschulte, William Myjer, Audrey Almendinger, Ted Quigley. Back row: Richard Miguel, Lora Chappell, Kenneth Hoyt, Liz Leonard, Darwin Heine, Ray Horne, Nancy Losekamp

Career Education for Handicapped Persons

Front row: Phillip Hatlen, Margaret Lewis, George Lombardi, Dorothy Ferry, Bill Neal. Back row: Minnie Phillips, Richard Miguel, Linda Jacobs, Kenneth Hoyt, Susie Oldham, Jerry Keener, Verna Lee

Career Education and Female Students

Front row: LaRae Glennon, Mary Domahidy, Deede Sharpe, Maxine Nichols, Kathryn Diggs, Nancy Luddeke. Back row: Betty Cooke, Richard Miguel, Lynne McLaughlin, Patrick Fraleigh, Joan Cunningham, Sally Grose, Jean Dimich, Kenneth Hoyt, David Dushkin, Claire Stevens, Beth Gurrister

Career Education and Minorities

Front row: Mary Arevalo, Maria Swanson, Anisia Quinones, Gwyned Simpson, Kaye Jeter, Howard Marshall. Back row: Dessie Page, Jonathan West, Observer, Harold Patterson, Martha Roache, Peter Lipovac, Kenneth Hoyt, Lafayette Townes, Betty Rea, Carlton Edmonds

CONFERENCE NOTES

MINI-CONFERENCE 1
CAREER EDUCATION AND THE TEACHING/LEARNING PROCESS: GRADES K-3

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

September 8-9, 1975

Participants

Judy Adams Orchard Park, New York	Nadine Dunning Missoula, Montana	Bertha Morris Newark, Delaware
Judy Bowling Monroe, North Carolina	Marilyn Hildebrandt Modesto, California	Alan Schoenbach Danbury, Connecticut
Phyllis Catlett Phoenix, Arizona	Peggy Horner Watertown, South Dakota	Dora Wiedholz American Falls, Idaho
Ann D'Andrea Manchester Center, Vt.	Dolores Johnson Watertown, Wisconsin	Gwendolyn Wright St. Louis, Missouri

General Impressions

This was a very motivated group of teachers. They started working Sunday night even though the official start was Monday. They designed their own logo (an arrangement of the names of their states which fit together to spell out career education) and their own slogan: "Let's spread career ed" (made into a bumper sticker). Esprit de corps was outstanding.

Experience in career education varied tremendously from Dora who announced she really was not in it (even though she later decided she was) to Marilyn who had worked in the Ceres program for 6 years. Gwen, Peggy, Dolores, Marilyn, and Bertha have been involved in career education programs having Part C or D federal funds.

Important Insights

Career education is different from approaches K-3 teachers formerly used. It is a change in emphasis from product to people.

K-3 pupils are "turned on" more when resource persons are parents of someone in the class.

K-3 pupils never tire of taking pictures of people at work.

Career education appeals to teachers once they discover they do not have to know all the answers. There are plenty of people in the community who can and are willing to help.

Many pupils come to kindergarten thinking that they are "dumb."

Career education sells better to K-3 teachers when it is not called career education. It is really much more exciting and comprehensive than that.

To sell career education to teachers, you have to make it look easy. For example, show teachers that the basic resource materials they need are already in the school.

Not all K-3 teachers can be sold on the notion that a person is best known to himself and others through his accomplishments. In addition, we should pay attention to personal feelings. Example: "He is a shy, sensitive person."

The group was pretty evenly divided on whether they would prefer a career education specialist to help them or a career education resource center which they could use to invent their own activities. There seemed to be some consensus that, above and beyond either, what they really need is time.

Having a list of career education concepts for use in building learning plans is considered valuable and helpful by teachers.

The group strongly resisted the notion of building a set of scope and sequence statements for the K-3 level. Some of their comments were: Peggy--Maybe this would destroy teacher creativity; Nadine--Teachers "do their own thing" anyway. You don't have to worry about overlap if you have "turned on" teachers; Marilyn--If the career education concepts are clear, a scope and sequence statement isn't needed; the school's curriculum is the scope and sequence: career education concepts should be fit into that by grades and subjects; if a scope and sequence is developed, do not do it around the 15 USOE clusters.

Teacher in-service will go over much better at the end of the school year, preferably outside the school.

On Working with Parents

When parents tell children about their work, pupils view them more positively.

Some pupils will ask their parents to come as resource persons, but others prefer to ask someone else they know.

It is easy to design career education assignments so that pupils have to ask their parents specific questions.

Parent volunteers for reading and math should also be used as career education resource persons. Often they have interesting job experiences to share.

Interest groups: Every 2 weeks parents meet with pupils in small groups to talk about hobbies, volunteer activities, and the wise use of leisure time. Teachers can use this time for planning purposes.

What Students Gain from Exposure to Career Education

Peggy - They see how important their schoolwork is.

Marilyn - They can answer a)What is in this job that makes it important to learn basic skills? and b)Why is this work important to society?

Peggy - They learn economic awareness, how various kinds of work contribute to taxes that, for example, pay teacher salaries. Kids are "hooked" on any discussion that involves money.

Judy - Career education reduces sex stereotyping.

Alan - Career education improves self-concepts. It gives pupils a sense of accomplishment, of success, of being someone important.

Examples of Career Education Activities

A housewife told pupils she has 20 occupations (including cook, gardener, and tailor).

An auto parts man showed third graders how important it is for him to know the alphabet.

Buy cameras for pupils. Let them take pictures of people at work and then write stories about them. This involves writing skills plus career awareness.

A Honda repairman told pupils how bad he was in math. He had to hire an accountant because he had messed up his own books. His mistakes cost him $400. He wished he had studied math more when he was in school.

First graders set up a microsociety. Pupils get play money and all choose careers. One of the things they learn is the concept of theft. The legal system is set up early in the microsociety.

Study names of persons to discover which were derived from occupations.

Compliment game: Each pupil must compliment succeeding person in circle formation. When they start, pupils often compliment each other on clothes or appearance. Later, they may compliment on behavior.

Happy Badges or Happy Grams are given to pupils for good citizenship, work habits, and the like. Tell parents that if the child does not bring home at least one every few days, something may be wrong and the school should be contacted.

"Work Christmas Basket." Pupils make up slips of paper stating tasks they could do around home. Parents spend the slips after Christmas. Pupils can do the same thing with work coupons. Teacher can make perforated coupons on a sewing machine.

"McVay Manor." Bertha had parents build four 5'x5' wooden buildings, each representing something related to schoolwork: TV building for social studies; factory for science lab; store front--math lab; school--language arts center. Activities relating education and work were initiated by parents for each of the buildings. Pupils regarded it all as their community and learned, above all, interdependence.

In each of 10 activity boxes (1 for each Kuder area) Marilyn created a set of activities for pupils to complete to see if they liked the type of work. For example, in the clerical box, such tasks as typing and filing were included. After doing the activities, pupils were asked how they felt about what they did.

On Teaching Decision-Making Skills

While teachers emphasize letting pupils make decisions and making students recognize that each decision carries consequences with it, they do not seem to be teaching career decision making formally.

Nadine asks pupils to decide what to do with half an hour free time and then has them stay with it.

When Phyllis introduces 3 units at one time, she tells pupils a little about each and then lets them choose one.

Marilyn indicated that you do not have to teach formal steps of decision making.

On Work Values

Gwen's pupils use a chant (Work, work--we ALL like to work--but NOT the same KIND of work) and then discuss different occupations.

Ann noted that pupils already know a lot about work values.

Dolores said that many parents do not want values taught.

The following are written reactions made by conference participants to the above statement.

Nadine Dunning. This is a place in education where I can be creative. All the new materials I am being exposed to are really a boost to my enthusiasm. Learning new things is exciting to me. When my students get excited about learning, a continuous spark flows.

It is exciting for me, too, to meet the parents who come to explain their careers. I get a tremendous insight into my students, and it is great to see the expressions on their faces on their "special" day.

Ann D'Andrea. The thing that keeps me going in career education is the students' response. The excitement and interest that career education activities generate are the rewards. Students who have felt that school was not their place are finding that, in fact, it is. There is room for their interests, their ideas, and their offerings. They can talk about what they think, how they feel, what they wonder about, what they wish for and dream of, whom they respect and admire, and can tell their teachers and friends, with increasing clarity, why.

Career education activities provide, for the academically poor student, a place to shine. It provides, for the good student, a new area--a challenge to thought in unexplored directions, perhaps a release from boredom. It provides, for the teacher, a new window to the child and the world itself.

Peggy Horner. The children are enthusiastic about this approach to learning; the teacher is growing professionally along with the children; the opportunity exists for total involvement--children, parents, the community; it helps to clarify for children the why and what for of school; it increases the child's understanding of himself and others and helps to clarify values; it is fun for kids and the teacher; it brings the school and learning experiences out of the four walls and into the whole world; it makes school come alive for children; career education changes the focus from the product to people.

Gwendolyn Wright. It serves as a shot in the arm for making the academics real and meaningful to children . . . an excellent motivational technique for teachers as well as kids; it enhances a positive self-concept, thus building self-confidence as well as respect for others; it is a learning experience for teachers as well as children; it bridges the gap between the school, the home, and the community; the spark of enthusiasm and confidence generated by the students for learning serves as a reinforcement for me. It removes the "blahs" from teaching.

Bertha Morris. I have found that by incorporating the idea of career education into my curriculum, I have been able to plan flexible lessons that are innovative and still teach the basic skills.

The enthusiasm that is generated between the students, their parents, fellow teachers, and myself is really what turns me on.

Dolores Johnson. Career education is one way in which we can help children become aware of the necessity of learning skills. Career education is exciting! The children's enthusiasm gives us real satisfaction. We feel a real need for a good self-image to be developed in each child, and we feel career education does this.

Career education can be implemented into our already existing curriculum--not an added subject in an already too busy schedule. Career education can be carried on with limited commercial materials. Creating and using our own units makes it more relevant and more likely to be used.

Dora Wiedholz. The needs of minority children keep me going in career education. I feel it is very important to reach them at an early age because minority children, in particular, end up in the world of work unprepared. It should be our responsibility to guide these children in the right direction and prepare them for future life roles. Minority children tend to have a low self-image. In the primary grades there should be many self-awareness activities. Students should be directed into making decisions and being responsible. It is very rewarding to see children at this age have a good feeling about themselves.

Marilyn Hildebrandt. My original interest and enthusiasm about career education was the result of my association with someone who was already "hooked." It was new and challenging. During the next two years career education began to have more meaning for me. What keeps me going now is the knowledge that career education is just good education--the best! The concepts that I feel are most meaningful to me include: relationship between the world of work and school as motivation; self-awareness for lifelong decisions; stimulating learning environments leading to reduction of student alienation; emphasis on academic achievement with a purpose.

Career education adds a new dimension to learning--not just learning for learning's sake, not just because "it is good for you," and not just because "I say so." The student becomes aware of the world within which he lives and has a real reason for twelve years of school.

Alan Schoenbach. The thing that keeps me going in career education is knowing that the program can give students the opportunity to become innovative and motivated. I've seen teachers ask for more, and I feel good about my task.

Judy Bowling. The most important factor that keeps me going in career education is my belief that the students at the K-3 level are at a stage where they begin to focus on an awareness of themselves. This concept development is the basis upon which persons can build and develop ideas about what they wish to do with their lives.

The activities and discussions involved in career education provide a vehicle for me to work toward development of self-concepts. Career education allows me to exercise my own personal creativity and helps me to create a more exciting atmosphere for the children in my classroom. The results of my efforts here have been personally rewarding.

The spark in the eye of a shy child who had previously felt that he "cannot do" is worth so much when I can show him that he has much to offer, whatever his ability.

Efforts to integrate career education into all aspects of social and academic life at school are a challenge to me, although I would like to get to the place where I can drop the term career education.

Judy Adams. The connection between elementary education now and a practical use for it in the real world is vital to the third graders I work with. At this level, many of the students need a reason for school and can easily be "turned off" to formal education. I am pleased that they were very excited about the unit we worked on and did see a purpose for formal education.

Phyllis Catlett. The main thing that keeps me going in career education is "turning on" kids. When a child says, "My daddy will come and tell us about fixing teeth," his eyes light up and he makes all my efforts worthwhile.

I truly enjoy the involvement with the parents, too. Inviting them to come to the classroom and watching their attitudes change as a result is rewarding.

I feel that I am making a worthwhile contribution to the whole educational process of my six year olds, their parents, and others in our school community.

Tips for Teachers

The conference participants developed a list of suggested activities appropriate for the K-3 level. Below are tips designed to aid K-3 teachers in implementing career education in the classroom.

Nadine Dunning, Dolores Johnson, Phyllis Catlett suggest . . .
Role playing. Have a nurse bring into classroom tongue depressors, thermometers, stethescopes, etc. Children can learn to take each other's pulse, etc.

Pantomime. Act out a career, and have pupils guess what it is.

Group project. Pupils can trace each other on butcher paper and then color in apparel and tools to represent various careers.

Follow-up activities to field trip. Thank you notes, experience stories, murals, and other art projects.

Tool mobiles. Hang tools of different occupations. A carpenter's mobile could consist of a hammer, saw, screwdriver, and wrench.

Student of the week. The desk of one student should be specially marked. Student-of-the-week bulletin board and shelves can display his or her special treasures. During some break, the student of the week will share his or her treasures and interests with the class.

Holiday Activity. For Mother's Day, have students discuss the various tasks they can do at home to help out. Copy these on green leaves and attach to stems and colorful flowers. Place these in a basket, and write on the outside: I love you, Mother / In my own special way. / To show that I do, / Pick a flower each day.

Happy Badge. Send home a badge each day that the child has demonstrated good citizenship.

Activities to use with resource person. Interviews; crossword puzzles; letter scramble puzzles; secret codes; riddles; puppets.

Ann D'Andrea, Judy Bowling, Marilyn Hildebrandt suggest . . .
Involve parents as resource people, as assistants on field trips, by demonstrating hobbies and interests in making materials, as tutorial volunteers in parent education, on a parent advisory board in designing career activities, by having parent-teacher conferences at the parent's place of business, and by taking class to a parent's place of business.

Bertha Morris, Alan Schoenbach, Judy Adams . . .
Suggestions for in-service training: provide activities for teachers to develop their own self-awareness; provide communications among staff members for developing techniques and activities for teacher use; demonstrate available materials; do not make in-service mandatory--offer credit if possible; each school should be represented in group discussions and decisions.

Miscellaneous tips: use resources readily available in the school, home, community; career education can be incorporated into any subject area: do not teach it as a separate subject. Career education is not only occupational education; parental involvement is a great asset; career education is good public relations; do not attempt to guide or lead to specific occupations; in-service and workshop discussions are necessary to share ideas, philosophies, etc.

Gwendolyn Wright, Dora Wiedholz, Peggy Horner . . .

Integrate career and self-awareness into daily activities. Give students occupational titles for room helpers. Gardeners take care of plants; zookeepers take care of pets; timekeepers keep attendance; librarians care for books. In language arts, in reading activities, talk about characters in the story--their jobs, tools, etc. In teaching phonetic analysis, instead of using traditional "key" pictures, use pictures of occupations or tools. Use "I Want to Be" books for enrichment. Alphabetize the names of workers, tools, businesses, occupations in the community. In spelling exercises, assign the students the occupational title of secretary. Have them take dictation of the week's words in sentences. Involve the school secretary in this project. For handwriting practice, use the idea of traffic safety (police officer, traffic light colors, etc.) to teach letter formation. Write letters, invitations, thank you notes to resource people. Field trips are "world of work" trips. Look at the workers, their clothing, tools, and work related objects. Emphasize people as well as product. In social studies and science, think of ways to adapt current units to include career awareness. Use available resource materials and people to do so. For math, help students understand why a particular worker needs to be able to compute numbers. Which workers need to know how to add, measure, use division? When discipline is necessary, use the courtroom system--judge, jury, prosecuting attorney, defense attorney. Create a classroom newspaper.

MINI CONFERENCE 2
CAREER EDUCATION AND THE TEACHING/LEARNING PROCESS: GRADES 4-6

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

September 15-16, 1975

Participants

Dorothy Clark
North Little Rock, Ark.

Rosa Detamore
Julesburg, Colorado

Marlys Dickmeyer
Crystal, Minnesota

Delia Duckworth
Greeneville, Tennessee

Ruby Hauder
Nampa, Idaho

Hilda Kemp
Bloomington, Indiana

Ruth Roberts
South Portland, Maine

Roxane Schmidt
Wellsville, New York

Wanda Simpkins
Beckley, W. Va.

Rosalyn Smith
Washington, D.C.

Jean Trent
Lee's Summit, Mo.

Vivian Yee
Phoenix, Arizona

General Impressions

Hilda, Ruth, Delia, and Rosalyn teach in elementary schools that have had federal career education funds. Others were from schools funded by state or local monies.

Except for Ruth, all are now teaching. They are an experienced group of teachers, a majority with over ten years of teaching experience.

Important Insights

Career education is a natural way of sharing with other teachers. It helps eliminate isolationism among teachers.

When asked, "Is it realistic to expect an increase in basic skills when a career education approach is used?", 11 said yes and 1 said no. However, when asked, "Are your pupils learning more of the basic skills now that you are using a career education approach?", only 8 said yes, 3 said they did not know, and 1 said no.

An increase in basic skills is a direct outcome of career education in terms of teacher goals but not in terms of pupil goals. Kids are motivated by the activities, not by seeing that they read better.

There was a general consensus that not many of today's teachers consciously teach good work habits to pupils, although the group seemed to feel it would be important for them to do so.

Resource persons tend not to discuss work values with pupils. If such discussion is desired, guests should be informed in advance.

At the 4-6 grade level, it does not make any noticeable difference if resource persons are parents of the pupils or other persons. However, one teacher reported that her students especially enjoyed having grandparents coming to class as resource persons.

As a result of busing, parents may now have trouble serving as resource persons in their child's class because they may live too far away from the school.

One of the potential problems of career education is that pupils may not realize that they are actually learning subject matter while participating in exciting activities. One boy told his parents he had not studied English for two months. He did not realize that it had been woven into a number of activities. To overcome this, one teacher takes 7-10 minutes at the end of each day to help pupils consider the question "What subject matter did we learn today?" This is a very good idea.

One teacher reported that a parent stopped her on the street and said, "Thank God for career education. It has turned my child on to learning."

"How does your job contribute to society?" is a question that many resource persons have trouble answering. Discussion of the question prior to the class presentation is necessary.

What Students Gain from Exposure to Career Education

Ruby - Pupils see why they should study math when a surveyor shows them how he uses it in his job.

Hilda - Pupils learn to respect all jobs. In addition, when they visit an adult vocational skills center where unemployed adults are struggling to learn to read, students catch on quickly why they should learn to read while still in the fifth grade. Career education helps to break the welfare cycle.

Marlys - Pupils will gain an improved self-concept. We show pupils they have done something and can give them a pat on the back. They can see they are important.

Rosalyn - Pupils learn to see strengths in others as well as in themselves. In addition, credit can be given to more than the most academically talented pupils in the class.

Wanda - Career education develops pupil self-concept and problem-solving skills.

Roxane - Career education involves values clarification. When pupils know their values, they can begin to look at the kinds of jobs that would make them happy.

Dorothy - Career education helps pupils develop respect for all occupations.

Delia - Pupil knowledge of their parents' occupations, along with respect for those occupations, is a valuable outcome. In addition, pupils become aware of many occupational choices for themselves and get away from thinking only in terms of what their parents want them to become.

Ruth - Through career education activities, students can be helped to develop leadership abilities.

On Teaching Productive Use of Leisure Time

Marlys - Each pupil is required to bring to school something he/she could do during leisure time. The activity must be manipulative in nature.

Roxane - The 60 minute noon hour is divided in half: 30 minutes for lunch and 30 minutes for mini-courses. During these courses, some of which are taught by pupils and some by teachers, kids can learn productive ways of using leisure time.

Hilda - Pupils are encouraged to visit a retirement home. They volunteer to help residents by carrying out trash, running errands, etc.

Wanda - We have both hobby club and arts and crafts activities. The hobby club helps pupils learn parliamentary procedures.

Ruby - We give students swimming lessons.

Jackie Hutchings - Use peer teachers to teach pupils such games as chess, cribbage, bridge, and even poker.

Hilda - The last hour on Friday afternoon is workshop time. Pupils can visit teachers who are offering various hobbies.

Vivian - There are 3 weeks between sessions in her year-round school. Vacations are now mainly for parks and recreation activities but could be turned into systematic efforts to help pupils use leisure time productively.

Wanda demonstrated that the work values of pupils and their parents were different. Pupils rated occupations on 9 work values, and then let their parents rate the occupations according to their own work values. The ratings were different.

Rosalyn started teaching the alphabet by asking pupils to list as many occupations as possible beginning with each letter. (One pupil listed "hustler" for the letter h. This led to values clarification activities.)

Roxane started a school store. Students formed committees and decided what they wanted to sell. They wrote to companies, got wholesale prices, and borrowed $250 to purchase articles. Students were assigned different jobs in the school store. They sold enough to pay back the loan, sponsor one Phillipine student, and make $200.

Ruby did a study of government: local, state, and national. Government employees came in to talk about their careers. Then kids played different political roles: they made posters, gave speeches, took pictures, and interviewed workers.

Rosa initiated an activity to help pupils think about productive use of leisure time. Each pupil asked his parents, "What did you do, as a child, when no TV existed?" Pupils discovered that people used to make their own entertainment. (She took the class roller skating and found that, although all pupils watch TV, 13 of 36 had never been on roller skates.)

Marlys asked the following question near the end of the year: "How does education prepare you for the world of work?" Pupils took a tour of a vocational-technical school and participated in one activity. The vocational-technical students were very helpful. Some of the six parents who served as chaperones seemed more willing for their children to consider vocational-technical school once they had seen it for themselves.

Dorothy asked parents to tell about their occupations and filmed their presentations, made six field trips and taped interviews. She also taught economic education by creating a "mini-economy." Pupils coined money and earned it for such things as practicing good work habits. They needed a bank and built one, then set up a mini-mall with stores. At income tax time they computed their earnings and taxes. This year, a "world trade" activity is planned schoolwide. Each teacher will have a different country.

On Working with Parents

Rosa teaches pupils manners by showing them how to introduce their parents when they come to be resource persons.

Delia sends letters home with pupils asking parent occupations and willingness and availability to serve as resource persons. Some cannot get off.

Hilda encourages business to give parents time off for parent-teacher conferences. Often parents bring some piece of equipment from their work to show pupils.

Rosalyn finds that children do not understand welfare. Some welfare parents have come to school to help teach something positive about welfare to pupils.

Rosalyn tries to make subjects relevant to real life by telling pupils that when your parents write checks, they are doing math--just as you are.

Wanda has found that parents want more career education emphasis. Marlys agreed, saying that parents want school to be more relevant to real life.

Delia has had some parents ask why we need career education when we already have vocational education. Dolores finds it helpful to explain to parents that teachers are not asking children to make occupational choices, but simply to consider all kinds of possible occupations.

Vivian teaches in a low economic area where few parents are working. Parents who are working serve as resource persons in more than one school. Mini-courses for sixth graders lasted 15 days and were taught by parents, who helped pupils learn basics about their occupations.

On Scope and Sequence

Ruth found that, at the end of the first year, teachers were using a hit-and-miss approach to career education. Teachers created a scope and sequence chart and now refer to it when initiating a career education activity.

Rosalyn's staff developed 5 large career education concepts with a number of subconcepts. Within each subject area, activities are created. The 5 main concepts remain the same but the subconcepts differ from grade to grade.

Jean feels that if teachers have a list of goals that is very long, it will never be used.

Roxane feels that scope and sequence is not needed because every teacher is different.

Rosa stated that there will always be differences because the content being taught is different. She can show the same movies that pupils saw the year before, but, since she asks different questions, it does not matter.

Ruth sees that scope and sequence charts must be broad. If they become specific, teachers will be as fenced in as they use to be by textbooks.

Hilda found trouble in the past with overlap. Now there is one person in each building who makes sure that teachers do not do the same activities with the same kids. It is the difference in the activities that is important, not in the concepts being taught.

Rosalyn feels there is nothing wrong with teaching the same career education concepts at a number of grade levels. We say now that we teach American History at grade 4, grade 8, and grade 11. Why not teach self-respect, for example, at these same levels?

Wanda and the other teachers in her school submitted lists of activities they proposed to do. Then they arranged the activities by grade levels and fitted them to various job clusters to be covered at each level.

What Keeps Me Going in Career Education

The following written responses were made by conference participants to the above statement.

Rosa Detamore. Career education is exciting, and it is realistic. It is an old concept with a new slant. It motivates a child and makes his work in school more relevant. It involves business people, parents, etc. and helps them understand what we are doing in school. Career education helps parents know that their children are being better prepared for the future, will be able to make better career choices, and will be happier in their work. It makes the child aware of the world outside the school where he might fit in as a productive, happy, well-adjusted member of society. It also helps him find ways of using leisure time, which is also very important. When the children are happy and excited about school, so am I!

Dorothy Clark. Career education is an inspiration to try something really exciting. There are many approaches to working basic skills into the curriculum with a focus on career education. Often, I can share my experiences with other teachers.

Parents are very interested and appreciate what teachers are doing for their children. They hope that career education will be continued each year. As one parent said, "Peter is so excited. He wants to get up early to come to school because something wonderful is happening."

As children become aware of different careers, they find out more about themselves and become aware of the many approaches to learning. They become better readers as they read newspapers each day to learn of job opportunities.
Personally, I feel like I am at last teaching in a fun way. Children become creative and do outstanding work in many of the former dull subjects. The boys and girls like me as a teacher and a friend.

Marlys Dickmeyer. Career education motivates students, makes school relevant now and in the future, involves parent participation, helps students become aware of the world outside the classroom and the contributions we can make to each other; it satisfies the cry of parents who want children to be more prepared for the future and able to make intelligent choices about work.

Rosalyn Smith. First, I feel good while creating career education activities. I enjoy planning with other teachers, parents, and community members.

Second, children's reactions and progress act as a spurt to my desire to be involved with career education. When a child makes a comment about a particular occupation, does research on his own, or shows that he is involved actively in something he enjoys, then I feel good and want to do more.

Hilda Kemp. As observers of children, teachers make mental notes of attitudes, possible successes, and probable failures. In our education system the loss of just one student gives cause for concern. The fact that many are dropping out of the system turns the concern to real worry.

Career education can be viewed as an important turning point for educators. With career education, students can become aware of the many choices available to them. The thinking of many students now is toward early entry into the job market. This requires that they get the necessary information for making occupational choices that are self-fulfilling and permit them to maintain a positive approach to living. The youth who before was sure to become a "pushout" in the education system will be able to find a career that will enable him/her to maintain self-respect and a measure of independence and to "live" rather than merely "exist."

To be a part of this educational effort to restore faith in self, to recreate interest in achievement, self-fulfillment, and human qualities through career education is the kind of excitement that keeps me going as an elementary teacher.

Ruby Hauder. Career education turns me on because it turns kids on! It does this because it is new, it is relevant, and it makes them feel like "ok" human beings.

The easiest way I have found to get into career education is simply to have kids think of careers that relate to the subject

matter they are presently studying, write questions that they would like to have answered about these careers, and invite somebody involved with these careers into the classroom to talk with the kids. From the effect of this experience on the class, we are led into other facets of the goals and objectives of career education.

Do not think of career education as adding additional subject matter to the curriculum. It is not; it is very much a part of the subject matter.

Teachers attempt to make education more relevant to children, to make them see the value in education, to create an environment in the classroom where children can be happy and learn. Now, teachers must think of career education as another tool to help make all of these good things happen!

If career education is approached with feelings of enthusiasm, teachers will be amazed at how receptive the kids will be, not only to the new career awareness, but also to the subject matter.

I continue to be turned on by career education because it is a tool that works to improve the education of kids!

Roxane Schmidt. The kids! I feel that the secret is to give the kids a variety of activities, and career education helps you to do this. My emphasis is on developing self-awareness and work values in career education. Improving the kid's self-concept makes work worth continuing. Attitudes improve as a result of increased self-awareness and positive environment. They enjoy school more. Being at a conference like this and meeting such grand people really give me the enthusiasm to get going and try new ideas that we have talked about.

Jean Trent. What keeps me going in career education? The same thing that keeps me teaching in the first place. Career education is a vehicle for getting students excited and enthusiastic about school. With that kind of attitude, learning is easy.

I enjoy, too, the flexibility in the philosophy that allows me the opportunity to direct my students toward what is of interest now rather than the demand to adhere to a set curriculum or timetable.

Wanda Simpkins. Career education is a whole, new, great way of teaching that is never boring. This is the only teaching experience I have ever had where the "sky is the limit" in activities. It does more for the whole development of the child than any other method.

I suppose results (student growth in skills, etc.) should be the prime reason for my wanting to continue career education, but the enthusiastic attitude of the pupils, the eager worker, the interested student whom I see before me are what encourage me to do more career education. The fact that learning can be taking place right in the midst of a happy, pleasant, active atmosphere is next to a miracle.

Ruth Roberts. I believe in it! It makes sense. It is in tune with my intuition about education. The teacher is concerned with the whole child, not the subject alone; and the subject matter is related to the real world and is interdisciplinary (unit approach). If you took away all the funding in our system, our teachers would keep on using the ideas they have learned through career education.

Tips for Teachers

The conference participants developed a list of suggested career education activities appropriate for the 4-6 level.

Ruth Roberts. Send letter home with questionnaire to find out what parents' jobs are, and recruit their help. Compile these for the whole school, then for the whole system. Keep parents informed. Be an expert public relations person. Believe in career education, and sell it.

Read enough to understand the general goals of career education, then use your imagination and the resources at hand to reach the goals.

Give field trips a great deal of planning. Use a bus to go to a county fair or farm. Take 2 classes and save money. Use a bus as a classroom and tour the area. Teach the geography and history of the community. For trips to industry, go in small groups (called "mini-trips"). In a unit on health careers, have parents take small groups to each of the following: hospital, dentist office, city health inspector, etc. As one group leaves, the class sends them out with questions to be answered, then welcomes them back and listens to their excited reports. A composite report of the cluster is prepared. Mini-trips are great but must be carefully prepared. Parent and teacher and community resources should have a clear understanding of all objectives.

Hilda Kemp. Be sure to research the areas of careers and have ready references; contact vocational education personnel; understand the scope of both vocational education and career education; consider the parameters of the program for your community; develop objectives that are reachable for your school community from the overall national or state structure; set up comprehensive in-service training sessions as needed; compile lists of resource people and places in different cluster areas; and establish building communication systems by department or grade levels.

Rosalyn Smith. Be creative! So many things and persons right around you and your community may be used in career education as vehicles for teaching. Involve others! Don't be afraid to open up your classroom to other teachers, administrators, parents, and the community. Plan activities together. Ask for help or assistance when needed. Take it slow! Don't try to start one

big project all at once. Plan. Where applicable, try to include career education anywhere in the regular program. As you get involved, you will see how career education just seems to fit in.

Dorothy Clark. Don't be afraid to try career education in your classroom. The important thing is to begin, and then you will be on your way. Be sure to involve parents and the business section of your community. Many individuals will be pleased to have an opportunity to help you. Have parents and others who have taken part in your study come to your classroom for Career Day, a program on career education, etc. Try to involve other teachers. Be willing to share your ideas with other teachers. Keep in contact with your state department of education. They can help you in many ways. Let your supervisor know what you are doing.

Rosa Detamore. It is sensible and realistic to teach career awareness along with the basic subject material in each grade. The sooner we start this awareness of self, the sooner we will have children thinking about the world of work. If you have set up goals or concepts of career awareness, you just "plug in" these concepts with the subject material. The use of films is good, but the field trips, the use of local businesses, parents, and other resource people are better! Role playing, actually doing, and discussion of the above are also good.

Marlys Dickmeyer. Career education is not a separate subject. Career education involves goals of self-awareness, interpersonal skills, decision making, work awareness, manipulative skills, value of work, relevance of education, and economic awareness that are plugged into already existing curriculum. Involve parents as often as possible. Bring them into the classroom to discuss their jobs. Children can interview them and find out about their jobs. Career education makes schoolwork so relevant for now and for the future.

Roxane Schmidt. Weave career education or awareness into your teaching. Don't teach it as a separate unit. Involve the parents in your planning of the career education infusion. Be sure they understand what you are trying to do. Distinguish between vocational education and career education. Ask three children what they are interested in. Involve them in planning. Use the community whenever possible. It is a great resource. Develop a guide of all available resource people who are willing to come into the school to show children what they do and talk about why they do it.

Jean Trent. Let career education be a part of your regular classroom program, not a separate subject. Get people involved, especially those outside the classroom. This gives everyone exposure to and an understanding of career education. There is plenty of room for creative and innovative activities. Give yourself no limits.

Wanda Simpkins. Expose your class to as many careers as you can, by having students conduct interviews. Make a survey of the occupations of your students' parents. Then, have students share with the class the information obtained. In researching various occupations, ask students to obtain the following information: occupation, education and training required, pay expected, other advantages or fringe benefits, kinds of personal traits needed, personal satisfaction, disadvantages, and value to society. A bulletin board may be used to display information students gain from books, newspapers, periodicals, etc. Resource people are wonderful. Invite some into the classroom. Take class on field trips to see others at their work. In reading, use large flash cards giving terms relating to a particular occupation. Have students guess the occupation. Later, students can create their own cards.

MINI-CONFERENCE 3
CAREER EDUCATION AND THE TEACHING/LEARNING PROCESS: GRADES 7-9

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

September 18-19, 1975

Participants

Jeri Aldridge
Evergreen, Colorado

Anna Calderas
Warren, Ohio

Genevieve Chapman
Muscatine, Iowa

Brenda Dykes
Sulphur Springs, Texas

Wright Faatz
Cumberland Center, Me.

Mary Sue Gentry
Las Vegas, Nevada

Theresa Gushee
Upper Marlboro, Md.

Julie Jantzi
Milford, Nebraska

Margaret McGrath
Northfield, New Jersey

Pat McKinney
Greer, South Carolina

Erma Stargel
Bowling Green, Kentucky

Melba Underwood
Beaver, West Virginia

James Wilcox
Devils Lake, N. Dakota

Important Insights

Giving teachers suggested career education activities increases their creativity.

CETA allocated 750 spots for work experience for students (ages 14-17) in Prince George's County, Maryland. Kids who do not measure up to the same standards as older persons on CETA are fired. It is legal to use CETA funds for junior high work experience.

Work experience can be a problem. In certain states the school receives state aid based on the number of hours kids spend in school. If students are away for work experience, the school loses money.

Action is what junior high pupils want. They do not want to hear about an occupational task; they want to do it. The primary difference between career education at the elementary level and the junior high level is that in elementary school the student is the receiver of information, whereas in junior high, the student is the subject of career exploration.

Some parents in New Jersey objected last year when the school staff wanted to take pupils to visit the vocational school. This year the teachers are taking the parents. After parents see it themselves, they may not object so much.

Involvement of the Business/Labor/Industry Community

Theresa - We have a bank vice-president coming in every morning from 8:00 to 9:00 to team with a teacher at the high school who is teaching economics.

Erma - An insurance man is in my class this week teaching pupils about insurance.

Jeri - My neighbor, who is a mortician, was complaining about how much money I make. I had him come to my class to talk about his occupation. After that, he did not complain so much.

Juli - Many businessmen do not know how to relate to adolescents. Some teachers do not know how to help businessmen work with kids. Sometimes it takes 2-3 hours to get the resource person ready.

Wright - We have a "shadow" experience going. After securing permission from the office, students can shadow business persons any day they choose. Some teachers do not like students missing their classes but are pressured into going along. Typically, each student has such an experience only one day during the school year.

Brenda - To emphasize being on time, two time clocks were secured on a six-week loan to the school. Students liked punching in and out.

Erma - In our school, much of the equipment in our career education practical arts class is donated by business and industry personnel.

Examples of Career Education Activities

Wright - English and science work together to help kids explore occupational areas. In science class, students are asked to choose some scientific occupation as a possible life's work. Then the English teacher has them write it up. Note: They are not asked to choose a specific occupation, but a science. There is a variety of occupations in any science the student chooses.

Anna - After students have made tentative occupational choices, they interview persons in that work, write about the kinds of life they lead, and then role play those occupations to see how they feel about being those kinds of persons.

Jim - Explorer Scouts work with us. They group kids to study occupational areas and do provide them with some work experience.

Jim - For each aspect of the curriculum, teachers are making up a list of career education activities that can be used K-12. Teachers will then be able to tell parents or the principal what subject content they are teaching as part of every career education activity. The activities are organized on a scope and sequence basis.

Erma - In grade 4, students write their first story entitled What I'd Like To Be When I Grow Up. In grades 6 and 8, stories are taken out of the cumulative folders, and students are asked either to revise their own or write new ones. Two-thirds of the students do not change their occupational choices between grades 4 and 8.

Jim - An advisor/advisee program occurs 3 mornings per week for 20 minutes and involves all 130 staff persons and 1200 students. Twelve-fifteen students meet with each staff member; students stay with the same staff person for 3 years. Many kinds of career awareness activities take place during this period.

We asked students to bring in pictures of their parents at work to be posted. One boy brought in a picture of his mother, who worked as a striptease artist. The teacher posted it with no negative effects.

Julie - During a city government unit, students were asked to design the new median strip on Main Street. The kids measured it, mapped the area, and decided to draw up a plan to landscape it. By cutting pictures out of a seed catalogue, they chose flowers to plant in the design of the American flag. Students are taking their plan to the city council. One recommendation they made is to have residents of the local retirement home plant the flowers.

Erma - In grade 8 all students take a course in Practical Arts that involves 7 of the 15 USOE clusters. They spend 1 period per day for 5 weeks in each cluster. At the end of the year, they may choose which cluster to be assigned to the next year. In grade 9, students spend 1 period per day in this cluster. In grade 8, Practical Arts takes the place of Industrial Arts and Home Economics. In grade 9, it replaces study hall.

Mary Sue - The local TV station created 44 films about occupations--22 each for grades 6 and 7. Each film is designed to be used in one or more curricular areas, and appropriate follow-up activities are included. In senior high, there are 6 films on self-exploration with 5 of the 15 USOE clusters built into 3 of the 6 films. During social studies classes, counselors show films and lead discussions. This is, in effect, group counseling. There are 10 suggested activities for counselors to use with each film. (Danger: could be viewed as taking 18 days from teaching social studies.) Jeri asked why teachers cannot be trained to show these films. Pat said that in her system, counselors used to do career education with teachers, but gave up and appointed career education specialists.

Mary Sue's films have clever names:

Area	Name of Film
Knowing Oneself	"I've Got a Name, Part I"
Analysis of Careers	"I've Got a Name, Part II"
Orientation to Job Opportunities	"Where Do I Start?"
Exploration of Careers	"Career Frontier"
Education & Training	"More Than Meets the Eye"
High School Program Planning	"Brave New World"

Brenda - Career Day is used as a public relations device. (It does not get in the way of a total career education effort.) Evaluation of the activity is done by a local radio station.

Jim - A telephone/recorder/amplifier device is used for 2-way interviews between workers and students when workers cannot come to class and when students cannot get to the site.

Brenda - 1906 Urban Survival Game: "You are an immigrant coming to New York City in 1906. You have 2 advantages: 1)you can speak English, and 2)your uncle gave you $100. Make a 3-year plan." The history teacher talks to pupils about their plans in terms of actual events that occurred between 1906 and 1909 that would affect them. This is a good way of teaching history along with the principles of career planning

To demonstrate production efficiency, students were given some toy parts and told to make as many toys as possible in 1 hour. Then, the students were to do the same activity using a line production approach, stressing quality control and efficiency. Then students were asked, "How did you feel, as a worker, under one arrangement as opposed to the other?" and "What do your values tell you about the way American industry should be organized?"

Jeri - In their Values Clarification Project for grades 7-9, they have 100 activities in 5 major areas: 1)Why Explore? 2)Who Am I? 3)What's a Career? 4)How Can School Help?

5) What Can I Become? Much of the "What Can I Become?" is male-female material. Jeri found a story in Ms. magazine entitled "Baby X," who, until 6 years old, did not know if it was a girl or a boy. Jeri listed 72 activities for "Baby X" to do and had the students rate each as either a male or female activity. A group of adults did the same and then participated with students in discussion

The total set of activities is complex and has taken a long time to develop. The school board provided the money for the project and plans to copyright it. The activities are designed for use in language arts and social studies.

Pat has career education centers to provide simple skill training for slow learners. In an open space school the high noise level becomes a problem.

What Students Gain from Exposure to Career Education

Grade 6 students gain self-awareness. Seventh graders increase occupational awareness. Eighth graders participate in career exploration but do not make career decisions.

Students become familiar with various work concepts such as: day work vs night work, creative work vs routine work, difference between job and career.

When a student leaves grade 9, he/she will be able to relate: strengths and weaknesses to a broad educational plan; occupational plan to an educational plan; and educational plan to a planned delivery system.

Junior high career education should shake up students' expectations about who they are by giving them practical experiences focusing on their strengths and limitations.

Students must develop communications skills for adaptability.

Key words to explain the meaning of career exploration are experiencing, involvement, and testing.

Students should understand the need for the productive use of leisure time.

About Occupational Choices

Theresa - Every student, by the end of grade 8, must list an occupational choice. If he/she cannot, we teach him the decision-making skills needed.

Erma - Students do choose one cluster area by grade 9.

The following written responses were made by conference participants to the above statement.

Pat McKinney. We have a number of students in our system who leave school at sixteen. We need to get these and all students into an education program that will give them the skills they need to go out into the world to make a living. I see so many students finish school knowing only about books. They need to be exposed to all kinds of careers, see people on the job, ask questions about careers, find out if this would be something that they could do or would want to do.

Genevieve Chapman. I am convinced that I must incorporate career education into my classroom activities and formal subject matter every time I encounter one of the following: 1)a parent unhappy or dissatisfied with his job or career choice; 2)a dropout who hangs around school morning and evening, bragging that he is no longer regimented, but who has nothing better to do than return daily to the scene of his failures; 3)a parent who says that junior's dad is a successful dentist, plumber, etc., and that they want to carry on family business; 4)a welfare recipient whose family has 2 or 3 generations of welfare dependency in our community, and who feels that the government will take care of him; and 5)any child who, regardless of his present aims or goals, can be acquainted with some facet of the broad spectrum that nobody else may touch on for him.

Conscious that my language arts and geography curriculum is not what students will retain, I endeavor to gear my teaching of those subjects to their daily life situations, present and future. All of life consists of work and leisure time; that is what a career is all about.

Jeri Aldridge. The greatest joy of career education done well is that it is meaningful both to the student and the teacher. It is doing rather than "being done to." Opening a student's eyes to the realities of rent, car payments, a budget, and various careers can have all sorts of spin-offs. 1)The student becomes the discoverer, the telephone caller, the evaluator. 2)Community resources contribute to the classroom. Even if they live near a city, students are often ignorant of business and industry in their immediate area. Enthusiasm grows as students arrange mini-trips to businesses, and parents get involved as drivers and guest speakers. 3)Students thrive on real responsibility, and career education offers it in abundance. They love to look at their own values and discover their own problem-solving abilities. The classroom easily can become student-centered rather than teacher-centered.

Melba Underwood. I feel career education offers pupils a more meaningful education. It fosters positive attitudes toward work and helps pupils realize their role as future workers.

Through mini-courses on various careers at the junior high level, students can become aware of available opportunities in the job market.

Teaching career education and relating it to the seventh grade life sciences has been a challenge. What I have learned from others has made me more knowledgeable concerning different careers (e.g., problems in obtaining an education, salary, duties).

Anna Calderas. The rewards come from seeing students become excited over learning and from seeing teachers understand what career education is about. Teachers look at their subject areas in a new way and then integrate career education concepts into their classwork.

One specific reward came from a seventh grade student who said that now she believes she can be a doctor. Another came from another student who continued working, during his summer vacation, with a cartoon artist who had worked with interested students in our school. Another was the letters from participants from the community who expressed gratitude for the opportunity of being a part of our school career education activities. In addition, the feeling of personal growth since becoming involved with career education is tremendous!

Margaret McGrath. The children have been quite turned on to what we are doing, and that reassurance is invaluable. Since student input is also an integral part of our program, they feel committed to careers and career exploration.

Parents have been a mixed blessing. Some resistance was felt when children of professional parents objected to field trips to the county vocational-technical school. Hopefully, we will minimize the resistance this year by taking the parents on the trip with the children. The rewards come when you get a letter from a parent saying you have made the child proud of his father's job.

Changing attitudes is a part of the game. To instill a sense of dignity in work is a major achievement. We are seeing results now. Mike's father is a printer. He spoke to the class and took children to his shop. Children told their parents. The parents were interested, and now the printer is teaching a class for the community education program.

What keeps me going? I always try to remember that I am teaching children, not subjects!

Mary Sue Gentry. Career education is one of the most practical programs to ever be introduced in our schools. Students must learn the basic academics, but at the same time, they need to learn something about survival skills. Schools should prepare students for what comes after school. As educators, it is our

responsibility to expose youngsters to the meaning of work, to explore cluster areas and help them plan a future. Also, students need to see people on the job; they need to sample a taste of the reality which one day they will be thrust into.

Brenda Dykes. Career education provides an opportunity for youngsters to make a choice. Through career education, youngsters can develop an understanding of the world they live in and how they can be a part of it. One goal of career education is to equip the child to live a meaningful life.

Career education involves the total child and the conscious effort to produce benefits for self or others. Career education involves the totality of work done in a lifetime, not merely paid work.

Career education is one goal of education and should not detract from other noteworthy goals of education. It should be involved in all subject areas at all grade levels for all students. It is a vehicle by which school can be made relevant. By the time students graduate from high school they should be prepared for roles in the real world.

The more I become involved in the various programs of career education, the deeper my commitment. I have benefited from the enthusiasm of practitioners of career education. I believe in career education. The concept of work can answer important questions: "Why am I?", "Who needs me?", "What is my purpose?", and "Why do I need that knowledge?" It is my hope and desire that career education will provide definite concepts to be achieved so that students can become a meaningful part of the world of work.

Julie Jantzi. Career education provides classroom teachers with a terrific tool, the tool of motivation. Because of career education, I can give the students participating in my class experience justification for being there. At the junior high level, students need to have logical reasons for applying themselves.

Career education reaches into and motivates all kinds of children. It gives them an opportunity to prepare for the world they live in. It gives me great pleasure to see our community enthusiastically sharing student plans and ideas.

Theresa Gushee. I feel very strongly that ninth grade students should be able to assess themselves based on knowledge of strengths, interests, abilities, and needs. They should be able to relate that knowledge to a very broad occupational field and, in turn, relate that to educational planning for the post junior high educational step and/or for an early entry into the job market (15-16 years old).

How to reach this global goal is an agonizing question. We must spend some effort on scope and sequence and evaluation.

James Wilcox. When I see teachers and students bubbling over about just being in school, I am super-elated. I have felt for some time that teachers have avoided helping students make decisions and find out more about themselves. To help students with questions like "Who am I?", "Do you mean that I have to actually pay my way in a few years?", and "What am I going to do with my leisure time?" really turn me on as a teacher. Since I teach writing classes at several levels, I need ways to give students a reason to write. When I can take a group of students and teach photography, essay writing, display work, interviewing, group participation, and who knows what else at the same time, then I can wake up and be excited about going to work.

Not only do I now teach basic skills, I can also offer children a little better chance not to have to say 10 years from now, "I do not want to go to work today."

Occasionally I need to be pumped up with new ideas. Therefore, conferences such as this one give me a better outlook for the coming school year. At the same time, I can help some of the die-hards in our school who have not yet turned on to career education.

MINI-CONFERENCE 4
CAREER EDUCATION AND THE TEACHING/LEARNING PROCESS: GRADES 10-12

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

October 2-3, 1975

Participants

Ruth Dittes Richfield, Minnesota	Edward Kemble Lincoln, Nebraska	Geraldine Phelps Penacook, New Hampshire
Terrill Gormly Wheaton, Maryland	James Knott Carroll, Iowa	Robert Potter Enterprise, Utah
Annie Hale Aliceville, Alabama	Anne McMichael Ft. Lauderdale, Florida	Catherine Schwarz Howell, Michigan
Jerald Hoffman Powell, Wyoming	Rita Nugent Fullerton, California	Michael Watman Somersworth, N.H.

General Impressions

On the average, this was the youngest group of teachers of the first four mini-conferences. They seemed more willing to argue with each other than members of other groups. In general, they seemed to be very sure that they are doing good things in career education. Only 4 had participated in federally funded career education programs.

Important Insights

Ed made a strong, well articulated presentation listing his professional objections to career education. His arguments must surely reflect the thoughts of many concerned teachers: a)the list of outcome goals for career education makes it appear that career education can cure all the ills of man or beast. It just cannot do all those things; b)education should do more than prepare people for work. Other values are also important in education; c)my students have always told me my classes are relevant, and I have not concentrated on career implications. I cannot buy a notion that subjects such as art, music, poetry, etc., are in any way irrelevant; d)if, because of career education activities, a rhetoric class meets only 3 days per week instead of 5, students are truthfully getting only 3/5 of the rhetoric they are

supposed to get; e)student test scores are dropping across the nation because we have diluted what we teach, not because we have failed to install career education; f)declining worker productivity is a general societal malaise, not something that has occurred because we have failed to do career education; g)good teachers taught career implications of their subject long before anyone started urging them to do career education. I personally taught good work habits, for example, before career education was invented. Each of these objections can and must be answered, and other teachers in this mini-conference were prepared to do so.

Jim feels that one of the prime reasons career education works in Carroll is that the principal strongly supports the notion that students can learn almost everywhere in the community, not just in a school building.

Brighter students can make their own contacts with community resource persons, but the school must take more responsibility for slower students.

Community resource persons need help in finding ways to get students' attention. Many resource persons have a lot to offer to students but have trouble relating to them. A list of community resource persons should include some who are not good speakers. Such persons have special appeal for slower students. A professional person in a community makes a minimum of $25 per hour. We cannot ask anyone to donate very many hours to talk with students about a particular profession.

Unpaid work experience has great advantages for career exploration in that students can switch jobs every 4-6 weeks to explore other areas. This is harder to do if students are paid.

It is easy to teach career implications of a particular subject to students who have already made tentative occupational choices. This is very hard to do for students who are still completely undecided.

Much of career education involves attitude change. There is long and strong historical precedence for the principle that attitude change follows the law. If you want to see career education happen in a school, it is easier if you have a state or federal law requiring it.

One of the reasons more senior high teachers have not started doing career education is that teachers are becoming increasingly concerned about having high quality teaching plans available. Where they already have a high quality plan that does not include career education, they are not about to substitute a poorly

thought out, hurriedly developed unit that came out of a 4-hour workshop the teacher was forced to attend.

A survey of businessmen in Maryland indicated that only 17% would cooperate in elementary school career education activities but that over 50% would cooperate at the senior high school level.

Concentration on work exploration (unpaid) rather than on work experience (paid) results in better cooperation from unions.

Some teachers avoid career education activities because they feel their prime role is to help students enjoy subject matter. Many teachers feel uneasy in talking with a student about alternatives to college because they really do not believe anything could be better.

The truly professional teacher will want in-service education to concentrate on the "why" of career education, whereas the less confident teacher will want in-service to focus on "how to do it." The professional teacher will figure out how to do it but would like some examples of what others have done.

Senior high students no longer respect the teacher simply because the teacher is there. Today each teacher must earn the respect of students before an exchange can take place.

Senior high teachers find career education resource guides preferable to career education units or lesson plans. Teachers prefer to make their own plans using the resource guide as a reference.

What Students Gain from Exposure to Career Education

Reasons for learning subject matter; respect for self; respect for work; ability to make decisions and take responsibility for them; communication skills; self-understanding; realization that school is part of the real world; clarification of personal values; help in planning further education; personal freedom to control one's own life; widening of career and educational options; how to think like an employer rather than an employee; understanding of basic elements of the free enterprise system; knowledge of productive use of leisure time; increased realism of occupational choices; good work habits; appreciation for the dignity and worth and work of all workers; responsibility for choosing one's own personal lifestyle; knowledge of specific occupations of interest; job seeking, job getting, and job holding skills; awareness of the need for lifelong learning; interpersonal skills; awareness of occupational change; ability to cope with change; a saleable vocational skill; realization that life may be harder than formerly thought; family cohesiveness; understanding and application of the concept of delayed need gratification;

a willing, eager, non-judgmental attitude toward new experiences; a realistically idealistic attitude; an appreciation for the fine arts.

Examples of Career Education Activities

Jim - In the same manner as the Iowa Chamber of Commerce takes a statewide survey of industry each year, Jim's students have done local surveys. Students ask employers questions such as "How are salaries determined?" Students pick tentative occupations, and they "buddy" with people in that occupation during a 2-hour block 3 times per week. Students learn much about the free enterprise system and later write a paper entitled "What I Learned from What I Did."

Catherine - Each student had to make a tentative occupational choice, look it up in the Occupational Outlook Handbook, find someone working at that job, conduct an interview, and write it up as a research paper. Students did this once each quarter and then reviewed all 3 reports in May.

Annie - In English, multi-cultural books were chosen that showed how some minority persons have succeeded. Students learned that those who did well worked very hard and had good work habits. Career education does not take time away from delivering English skills. The opposite is true: students gain English skills through career education.

Jim - Students now need 4 more credits to graduate from high school in Carroll than they needed 3 years ago. This is due to the addition to the curriculum of mini-courses related to occupations. Some elect these courses instead of traditional academic courses.

Terri - A 2-hour elective course called "Career Exploration Mini-Course" involves taking a battery of tests, accompanying adults to work at least one day and recording what happens. From October to May, students intern 10 hours per week in a nonpaid exploratory work experience; students change jobs frequently to gain greater exposure. Note: Some teachers of elective subjects are complaining that, since Terri set up this course, there is great competition for student enrollment.

Ruth - It is hard to get students out of school during the school day, so they interview workers on the job after school is out. In her office procedures class, students present interview reports during the unit "Orientation to Office Work."

Terri - The focus of her teaching has changed: the topics are the same but the approach is from the point of view of careers and work rather than other aspects of life.

Catherine - As an English teacher, she has to teach writing, speaking, and communication skills. Now she does so with a career emphasis. Kids are more motivated to study and learn the subject matter.

Ann - Each school in the system has a career education steering committee composed of students, parents, academic teachers, vocational teachers, and business persons. They recommend plans to make career education work in the school, and plans are then submitted to the principal and department heads for approval.

Terri - At her school, teachers from each subject area act as career advisors and spend one period per day at the career education center, where all materials are kept. If students are interested in careers in science, for example, they can go to the center during the period the science teacher is there. Together, they look up materials and learn about careers in science. It helps students and teachers learn about career implications of subject matter.

Annie - Career files are used to help students explore occupations that are not to be found in their community. In an attempt to rid students of sex stereotyping, she sometimes uses the feminine gender all day in the classroom.

Ruth - There is a summer school class called "Careers," wherein kids tour businesses. School buses are readily available during the summer, and students can stay all morning at the job site. During in-service education, having a consultant come in once to show teachers "how to do it" may be helpful for a short while; however, it has no long term impact. Teachers should have special time on a regular basis.

Terri - There is a career education technician in each senior high who has the following responsibilities: a)set up the career library; b)secure speakers; c)get parents as resource persons; d)set up field trips. Teachers who are interested can get a great amount of help.

Jim - After a concerted teacher effort, 50% of the faculty is paid each summer to develop new career education activities.

Rita - There is a work experience coordinator in each school who goes into classes to recruit students. They learn a great deal about the free enterprise system, work habits, work values, getting references, how to quit gracefully when a better job comes along, etc. This work experience does count toward graduation. The work experience coordinator tries to work with teachers cooperatively. For example, the coordinator and the music teacher work together to find part-time jobs for kids interested in music. In another example, the coordinator and the social studies teacher took a group to court to serve as a mock jury in a real case. The social studies teacher used the experience to teach about government and careers in government.

In the Community Service Laboratory, students go out on nonpaid jobs to explore, and teachers visit places where students are exploring. The students get humanities credit toward graduation, and teachers learn about work and careers.

Jim - When students are asked to write about a contemporary problem in society, Jim asks them to use a problem-solving technique to do so.

Mike - In his consumer math class, students interview people in the community to identify consumer math problems. These become the problems students work on in class.

Geraldine - In a Math for Everyday Living course, all ninth graders are asked to make occupational choices. Then they make lifestyle decisions such as the price of house they want. Geraldine then adds expenses based on class activities. For example, their telephone bill each month is based on how much extraneous talking they do in class. She gives kids a paycheck each week and the bills for the kind of lifestyle they choose. Kids then try to pay their bills. At the end of the year, the local Family Financial Counseling Service personnel come in to work with students who have run up big bills. This is a very creative program.

Jerry has prepared a book for others who teach history entitled Career Activities in Social Studies: Grades 9-12. It is a way of making social studies practical.

Bob tries to help students realize that, throughout the world and throughout the ages, people have some common basic problems and concerns. Work is a way of solving such problems.

What Keeps Me Going in Career Education

The following responses were made by conference participants to the above statement.

Catherine Schwarz. I am kept going by inner motivation that is a priceless gift. I am a self-starter, a dedicated professional educator, and I am a persistent, persevering person. When I thoughtfully come to the conviction of the worth of an idea, I think next of how to implement it. I do not need anyone's permission, nor can anything or any person become an overwhelming obstacle to me. I have one life, loads of love to give, and I answer to myself and God.

Terri Gormly. I think my fierce dedication to career education comes, in part, from the personal inconveniences and frustrations I have experienced. I choose to believe I made foolish occupational decisions because no career education program encourgaed me to

learn the necessary skills for wise decision making. I would like to help students avoid similar frustrations, and I believe that career education will enable me to do so.

Ann McMichael. What keeps me going is the opportunity to affect, in a significant way, what happens to students in the classroom. Increasingly, and with justification, students are rejecting classroom experiences; or they are questioning the need for and the relevancy of these experiences. Administrators and teachers are recognizing the need for change, and it is both exciting and rewarding to help develop and implement strategies and materials that make students' learning more meaningful.

Robert Potter. The whole concept of career education has tremendous appeal to me. Over my 24 years of teaching, I have been aware of various shortcomings in education, but I have never learned how or where to correct them. Most other educators I talk with about these problems have agreed with me, sighed, and forgotten the whole thing. Now, career education succinctly defines these same problems and offers a logical plan that will work! Everyone concerned is involved meaningfully.

There is great value to everyone. Students learn what is expected in the world of work, how to cope effectively, and how to progress in the field of their choice. Teachers appreciate the rebirth of dedication to their students, and work becomes more pleasant. The business-industry people are delighted to have students who know and apply good job-seeking techniques, good work habits, and smooth personal relationships.

Career education is the closest thing I know to a panacea. There will be mistakes, setbacks, and misunderstandings; but the founders and motivators of career education are moving slowly but thoroughly. They are checking and rechecking as they progress. I am thrilled to realize that I am a part of this tremendously exciting movement. I consider all of my years in education as preparation for career education.

Jerald Hoffman. To help students help themselves is my concept of a teacher's role in society. Over the years I have tried to provide that kind of help. This is a continuous process of changing some teaching methods and retaining others.

Clarification of values is an excellent way to bring social studies material to life. It is easy for students to see themselves develop through these value teaching methods. Thus, they learn social studies materials because it relates to them. I now find that by combining value clarification methods with career education materials I can fill more of the students' personal and practical needs. Thus, it is possible for me to advance the study of the social sciences to a level unreachable before.

It is this aspect of career education which makes me able to help students help themselves by providing a class which meets their personal needs.

Michael Watman. I keep fooling around with career education because it keeps me busy. More than anything else, I like to try out something new all the time--planning and plotting, doing and redoing, and maybe even succeeding sometimes. It makes it possible for me to be exhausted and happy every night.

It is also one of the few strategies I have tried that has had a visibly positive effect on a group of students who previously gave me much difficulty. So I guess it alleviates some of my frustrations--and that cannot be all bad.

And lastly, some of my students have said that the course was just what they needed, and they have recruited other students. So it is good for business.

Edward M. Kemble. The things that I do in my classes which might fall within the broad scope of career education and/or are motivated by a desire to implement career education in some degree occur because a) I understand that a school program, in meeting its full responsibility, ought to help prepare students for the various forms of work which are going to occupy the majority of their waking hours, and b) because the career education personnel in my school keep showing up at faculty and department meetings to remind us of the wisdom of a.

Geraldine Phelps. Career education is a tool by which I can increase my ability to teach students about life and the world in which they will live as adults. Career education enhances my program and gives me an opportunity to make it relevant to their present school experiences and to what they see happening in their family life.

In addition, community resources become an important part of their education. Small field trips to various businesses give students a feeling that adults are interested in them as individuals, and materials supplied by local businesses enrich the programs.

A revision of the curriculum to emphasize career education has also led to coordination of programs in the math, English, social studies, and business departments so students are able to see a relationship in what they are learning to the total program.

Career education has also led me to reveal more of myself as an individual: my values, my aspirations, my expectations. It is a humanizing process for my teaching.

In reality, I really cannot express what really keeps me going because it is just a feeling inside that says it is right.

James Knott. I am turned on to education. Because career education is the finest humanizing factor to be introduced into education in the past twenty-five years, I am completely committed to the program. We have been talking about humanizing classrooms forever in education. What greater move to humanize education than to offer students relevance within their school program through career education? Students can be made aware of the opportunities they have been offered each day of the school year. The good career education program listens as well as presents ideas; it becomes an active partner with the students it serves

by making the working world real; it meets students where they are and provides a vehicle for their personal and educational development. So I am turned on in career education because it meets my needs as well as the needs of my students.

Ruth Dittes. Career education is an integral, though frequently overlooked, part of business education. Early in my teaching career, I became aware of the students' interest and concern about business careers. Consequently, I began to include speakers from business, recent graduates who were employed in business, and business school representatives as resource people for my shorthand and office procedures students. As the years have rolled by, I have expanded and amplified my office procedures course to devote four weeks to a unit called "Orientation to Office Work" and two weeks to two interfacing units called "Personal and Professional Qualities" and "Securing Office Employment."

My experience confirms that students have only a limited knowledge of career opportunities commensurate with their interest and abilities. Hence, I feel an obligation to make them more aware of career possibilities and to provide an opportunity for serious planning, thinking, and decision making. Each student analyzes skills and personal qualities required for career choices and then evaluates present skills and further tries to establish career goals.

Annie Hale. I have the responsibility of providing students with adequate preparation for living productive lives. After years of trying many methods, of jumping on many bandwagons that were often ineffective and short-lived, I see career education as an excellent way of making education relevant.

Career education promises to assist all kinds of learners described by educators--from the slow learner to the gifted. I have tried integrating career education into the English program and it works. It adds interest and vitality to my classes. It makes the difference between a passive, indifferent class and an actively involved one. Students learn to think for themselves. They see their schoolwork as an important base for the preparation of living useful productive lives. In fact, career education involves every phase of one's life cycle--education, work, home and family life, and leisure time. For the first time I see the real meaning of "educating the whole person."

The most important thing is that career education improves self-awareness and allows students to develop their own talents. I am willing to work for, to keep, and to expand this kind of program.

Rita Nugent. Approaching the bicentennial of our nation's birth, we feel a deep sense of appreciation for the struggles and accomplishments of those who pioneered and carved this great country from an untamed wilderness. Such looking back brings renewed enthusiasm, strength, self-reliance, and courage in facing the future.

Career education turns me on and keeps me going! I feel that it represents a true rebirth in our nation's schools. It brings fresh air and new life to education, bringing student, teacher, parent, and community needs into a perspective which is meaningful and real to young people.

Career education strikes a strong responsive chord in me and in the fiber and soul of every teacher committed to the service of youth in school and community. It has sparked enthusiasm, creativity, and courage which has characterized my sense of mission to spread that spark among my colleagues.

Career education is the most wholesome approach I have found in dealing with young people, because it makes the school come alive and brings the classroom into the community and the community into the classroom.

MINI-CONFERENCE 5
EVALUATION OF CAREER EDUCATION

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

October 6-7, 1975

Participants

Elvis Arterbury
Arlington, Texas

Arthur Berry
Gorham, Maine

Carroll Curtis
Harrisburg, Pennsylvania

Joseph Gastright
Cincinnati, Ohio

Howard Heitzeg
Waterford, Michigan

Gary Jarmer
Colby, Kansas

Ellen Meister
Madison, Wisconsin

Frank Rapley
Louisville, Kentucky

Richard Ruff
Phoenix, Arizona

Janet Shelver
Sioux Falls, S. Dakota

Thomas Smith
Covina, California

Phillip Spieth
Miami, Florida

General Impressions

Every member of this mini-conference is a recognized expert in evaluation, with proven experience in evaluation of career education. Each seemed willing to share her or his experiences.

Important Insights

If your objective in performing evaluation is to provide data helpful to those who want to replicate what you have, then process evaluation is most appropriate. If, on the other hand, you want to answer the question "How good is career education?", then product evaluation is essential.

Measures used to evaluate career education must be very sensitive to those career education activities being carried out in local schools. The use of any national standardized tests for evaluation of career education is questionable. (Note: There seemed to be some consensus, but not universal agreement on this point.)

To use such long run goals as "success in placement," and "wisdom of occupational decisions," is impossible because there are too many variables operating over too long a period of time. Our aim should be to find measures that are "approximators" of such long run goals, ones that the general public will recognize and stand behind.

A document entitled 120 Ways to Relate Plato to Careers will sell like hotcakes to teachers, but its use has nothing to do with assessing the worth of career education.

Mac McCaslin (Ohio State University) - "We've got a 3-D problem in evaluation of career education: Data collection; Description of treatment; and Door of the classroom."

It is difficult to construct, or use intelligently, tests of teacher knowledge of career education concepts. Because so many differing concepts exist, it is difficult to know how to talk about them.

CEEB project (Florida, Louisiana, Maryland, New Jersey, Minnesota, Ohio) is interested in the question "What should students know from career education when they leave the twelfth grade?" In the Development of Basic Career Competencies project, it was decided to look for a catalogue of evaluation measures. This is designed for secondary school level in two areas: career decision making and employability skills.

In evaluation of career education, worrying too much about "exact specification of the treatment" problem is philosophically inconsistent with the career education slogan that encourages every teacher to do his/her own thing.

One problem is that so-called career education treatments are not unique to career education. For example, a field trip to the zoo may be used to learn zoology as well as to explore careers.

Examples of Practice

Frank Rapley. Many resources are currently being used to document the process of career education.

Six major objectives are broken down into missions which are further broken down into a series of task analysis statements. Persons are identified for each one along with a timeline indicating when the task is due to be completed.

Evaluation responsibilities are split between two directors of product and process evaluation.

Progress reports are prepared each quarter. They consist of reports of persons charged with performing activities and interview data collected from the recipients of the activities.

A documentation report is prepared quarterly in computerized form and consists of three reports on the action plan, accomplishments, and change.

Teacher activities in the classroom are being examined and categorized according to Louisville's career education model.

Hopefully, there will be some process evaluation of the in-service education provided teachers in career education that will: a)document what took place, b)verify that what is learned is applied in the classroom, and c)arrange what takes place in some hierarchy.

Gary Jarmer. A needs assessment instrument is being used to see where teachers are in their understanding of basic career education concepts.

A student assessment instrument measures such things as attitudes toward work, self-awareness, knowledge of occupations, future plans, etc.

A parent instrument measures relationships between parent understanding and involvement in career education.

It was reported that Dr. David Hoffman (Pittsburgh, Kansas Public Schools) found no statistically significant difference in achievement between students exposed to career education and those who were not.

Ellen Meister. What impact does staff development make? This is a very important question. Madison has been spending $20,000-$70,000 per year for the last five years on staff development. An inventory indicates the amount of training given teachers in career education and the skills teachers feel they possess in career education.

To evaluate career education materials, a 70-item instrument (8 categories) is in use now.

An evaluation kit for LEAs of homemade evaluation instruments is now being developed.

There is interest in evaluating the impact of involvement of the business/labor/industry community on career education.

To evaluate career education in the classroom, a system has been developed using noninvolved, nontrained staff members as the "feedback team." They are asked to identify career education goals and evidence of success in goal attainment. The problem is to know when teachers are doing career education so noninvolved teachers can go in to evaluate.

Howard Heitzeg. Process evaluation is important in career education.

Career education project directors have maintained that students will be better decision makers as a result of career education. Measurement by simulation is being done now.

Simulation can be effective in evaluating career education if one is satisfied with a random-sampling approach to picking subjects.

Joseph Gastright. The Ohio model for career education contains three student outcomes at each grade level.

After teachers had received in-service education in career education and had been given career education curriculum guides, evaluation staff tried to determine what percent of the teachers were doing career education. Teachers were asked to list five items that would reflect what kids should know as a result of the teacher's career education actions. The process did not work at the elementary level but did at the junior high level. A 60-item test was constructed, but when the test was applied to career education vs non-career education students, no significant differences were found.

One significant benefit of this procedure was the discovery that teachers were content oriented. A sample test item was: "What does a cartographer do?"

At the elementary level, a 10 point rating scale was constructed around the item: "Why do people work?" Using three broad areas of work values (societal reasons, personal satisfaction, and economic need), there were large differences in student responses. They ranged from a primary emphasis on economic need in first grade to a personal satisfaction emphasis in sixth grade. Note: This instrument and its conceptual base deserve serious study.

Elvis Arterbury. A couple of years ago, a wide range of people (students, parents, businessmen, teachers, etc.) was involved in answering the question: "What should the public schools be doing?" After much refinement, responses were reduced to 177 basic learner outcomes. Assessment measures have been designed for 80 of these outcomes.

There is now one survey test built on items taken from 16 category tests (built to cover nine broad categories) that are based on the 80 learner outcomes. This 45-item survey test can be used throughout Texas to get a statewide needs assessment for career education. It has been necessary to devise three items per outcome and further necessary to make each item a 4-choice response format.

Carroll Curtis. Current legal restrictions on attitudinal testing are causing problems. For example, Pennsylvania has an 8-year study of career development in progress which, because of these new restrictions, will have to be abandoned.

Career education has been in trouble because of use of goals that are too global in nature. For example, placement in a "down" economy is of doubtful value as a reasonable criterion.

In Pennsylvania, creation of career resource centers has worked well in increasing LEA efforts aimed at implementation of career education. Ratings of student use have been helpful in encouraging other schools to establish such centers. Funds are provided by local boards of education.

Another questionable criterion for use in evaluation of career education is career stability, the assumption that, given good data by career education, students should not switch choices so frequently. This is obviously dangerous because, for many students, the result may be just the opposite.

Janet Shelver. Since 1971, a program has been in operation called "Career Awareness for Secondary and Elementary Students" (CASES). It is built on joint concern for self-awareness and occupational awareness.

To measure self-awareness, K-3 pupils put a 50 card deck of pictures in 3 stacks: 1)like me, 2)sometimes like me, and 3)not like me. At 4-6 level, a self-esteem inventory is used.

To measure occupational awareness, a set of photos is used. As pupils see each picture, they are asked to answer in terms of the person portrayed: a)Who Am I?, b)What Do I Do?, and c)Would I (the pupil) like this job?

It was found that career education did reduce occupational sex stereotyping among female (but not among male) pupils at the K-3 level. Also, career education improved self-concepts of pupils at the 4-6 level.

Arthur Berry. Maine is using the NAB Career Guidance Institutes to get teachers into the real world and ready to work in career education. They use pretest and posttest (same form) to test knowledge of terms such as occupation and career, along with occupational knowlege. Results were very positive in terms of changes in teacher self-perceptions.

Project REVAMP (Part D, VEA, third year in South Portland, Maine) is based on the assumption that career education is a concept, not a program. Teachers from math, English, and social studies are on an in-house sabbatical for one year. All do a needs assessment for their field. This involves getting teachers to visit people at work and find answers to important questions. The key component of this program is guidance and counseling. Evaluation involves both process and product. The evaluation team (3 persons: 1 each from curriculum, guidance, and elementary education) meets with local career education people at the beginning of the year to help them determine goals. Because the evaluators do not threaten them, teachers are not afraid of evaluation.

Thomas Smith. In Covina Valley in 1971, 12 teachers interested in restructuring their courses began using homemade career education learning packages. Now, 50% of teachers are involved in providing some kind of career activities in their classes. This program is impossible to evaluate because each teacher does his or her own thing.

The "Career Development Status Survey" (50 items) is based on the 13 career education concepts of the California Career Education Task Force. This is a student instrument but is also useful in acquainting teachers with concepts and subconcepts. There were significant differences in mean scores among people who were doing the same amount of career education. Since so many teachers are using career education now, the survey is no longer being used.

A very intensive guidance effort in eighth grade in one school was aimed at helping pupils make good high school curricular choices. Previously, data showed that 50% of ninth graders reported no plans. One year later, only 2% said they had no plans.

Attempts have been made to demonstrate that, after career education, kids make better decisions. To test this, evaluators compared scores on a standard interest inventory with courses selected. For example, did those with high mechanical interest scores tend to choose industrial arts?

Another approach tried has been to study the extent to which ACT Career Planning Profile results coincide with actual kinds of course enrollments in community college programs.

Richard Ruff. In the Arizona statewide career education project, the key decision was to fund career education projects rather than individual school districts. In this way, a particular school could get involved only by joining in a funded project; this gives SEA career education personnel absolute control in management of career education and avoids duplications of effort.

Now in the fifth year of funding, career education money is going into hiring career education "implementers" in local school districts. This would have been a poor use of funds in the beginning but is valuable now.

Arizona has developed two 45-item student tests (1 for grades 3-7 and 1 for grades 8-12) containing items for each cell in the Arizona career education matrix. There have been striking differences between experimental and control pupils. A sample item in the domain of self-awareness: "How sure are you that you can do what you want to do?" "How sure are you of your occupational decisions?"

Arizona also has a student follow-up instrument to use with students one year after leaving high school. Sample item: "Did your high school prepare you to get a job?" There is no experimental-control design on this; instead, results are used to show the legislature that career education works now.

Process evaluation can be very valuable if done on an annual basis. For example, it can now be said, "Over the last 2 years, we have had a 24% increase in parental involvement in career education."

Arizona also has a test to measure teacher understanding of career education concepts.

For career education curriculum units used by teachers, Arizona now has data for each validated unit answering such questions as: "To what extent do pupils attain the unit objectives? Do teachers like it? Do pupils like it? What does it cost?" Such units, developed under projects funded by SEA, are available in validated form to all Arizona teachers.

Phillip Spieth. Dade County career education operates with a number of components. Each school picks those components they want to use.

It is important to use instruments for evaluation that are accepted nationally, have face validity, etc.

Dade County's evaluation plan calls for selecting both experimental and control pupils from within the same school. They do not compare pupils in one school with pupils in another.

Attention has been focused on the effect of career education on improvement of academic achievement. A complicated system for classifying pupils into clusters is used that allows evaluators to determine whether a particular pupil is doing better than expected, about as expected, or worse than expected.

The only apparently consistent finding is that career education pupils appear to attend school more regularly than do non-career education pupils. On other measures, including achievement, evaluators find positive results in some schools, no difference

in some, and negative results in some. Note: Phil pointed out the treatment period last year was only six months. This year it will be longer. Results last year may very well have reflected chance findings.

Evaluation Problems To Be Solved

1. Instrumentation
2. Naming career education's expectations
3. Differences between program evaluation and student evaluation
4. Helping people understand evaluation results
5. Cost effectiveness of evaluation
6. Evaluative needs of various groups
7. Verification that the specified treatment, in fact, took place
8. Identification of specific outcomes rather than global hopes
9. Use of generic evaluation instruments with so much diversity in practice; need to build appropriate assessment and instrumentation
10. Evaluation using incremental gains in test scores may have significance for programs but not for individuals
11. Varied outcomes can be obtained from the same data, depending on which "canned" statistical procedures are used to run computer analyses on the data.

What Career Education Should Assess

1. Results of incremental improvement data
2. Knowledge of occupations
3. Knowledge of educational preparation programs available
4. Knowledge of basic career development principles
5. Knowledge of reality factors (e.g., geographic and financial barriers)
6. Knowledge of the career planning process and decision making

7. Knowledge of follow-up results

8. Knowledge of "customer satisfaction"

Evaluating Career Education Based on the Nine Learner Outcomes of the OE Policy Paper

Each of the nine learner outcomes that follow is preceded by a statement that says: *"Career Education seeks to produce individuals who, when they leave school at any age or at any level, are . . ."*

1) Competent in the basic academic skills required for adaptability in our rapidly changing society.

Phil. An article in the winter issue of AERA Journal points out that achievement tests are really intelligence tests. Therefore, we should use criterion referenced tests.

Joe. We are getting nothing on criterion referenced tests, so why use them? Norm referenced tests are what the general public wants.

Howard. Performance based measures like those of the National Assessment of Educational Progress are worth considering. There was an apparent consensus that OCE should seek to work closely with NAEP personnel in seeking evaluation measures. One person would not use NAEP materials at all; the problem with NAEP is that is is not given everywhere but every school does have achievement test results.

Elvis. We can go with norm referenced tests now. Joe. If, for example, you have norm referenced data for 80 sites and could say that, in 60 out of 80, scores went up when career education was introduced, it would be all right.

Consensus. Yes, this is a reasonable and a measurable outcome to assess (one person had serious reservations). Norm referenced tests are probably best to use now, but they have serious faults.

2) Equipped with good work habits

Carroll. We can assess knowledge of good work habits, but maybe not in behavioral terms.

Elvis. Use of teacher check lists for assessing good work habits is a procedure of doubtful validity.

Joe. We use a rating scale of work habits in kindergarten that correlates well with reading scores in grade 1; it does have some validity.

Howard. It is okay to assess good work habits in terms of knowledge but do not try to assess it by behavior. Perhaps simulation could be used here, but it has not been.

Phil. It will be easier to assess bad work habits than good ones.

Frank. You can assess work habits behaviorially.

Consensus. We can use this learner outcome and measure it.

3) Capable of choosing and who have chosen a personally meaningful set of work values that fosters in them a desire to work.

Joe. We have data for third and sixth graders (using three categories around the question "Why do people work?") where we already have found dramatic results.

Janet. I used a filmstrip with first and sixth graders. They picked up work values in forty-five minutes.

Dick. Arizona has data demonstrating now that elementary pupils in career education spend more time on homework than do non-career education pupils (self-reports).

Gary. Process measures may be enough here (e.g., a count of the number of teachers who are trying to reach this objective).

Consensus. You can measure 1)whether or not pupils have work values; and 2)pupil desire to work, but you cannot measure the relationship between the two. Thus, this outcome can be assessed in terms of its parts but not as a whole.

4) Equipped with career decision-making skills, job-hunting skills, and job-getting skills.

Dick. We now have data showing that career education pupils score 18% higher than non-career education pupils on knowledge of decision-making skills, job-getting skills, and job-holding skills. Elvis has similar data.

Ellen. Of 70,000 Wisconsin students recently surveyed, 70% to 80% said their job-seeking and job-getting skills are currently not sufficient. If, after several years of career education, the data continue to look like this, career education is in trouble.

Tom. Houghton-Mifflin's Assessment of Career Development does have a section on work skills (also has norm data on 60,000

students).

We assess decision-making skills based on increases in correlation between characteristics of pupils (interest inventory results) and high school curricular choices.

Elvis. We assess whether or not students know the steps in the decision-making process.

Phil. We could look at the rate at which students are selecting a wider range of occupations.

Consensus. This learner outcome can be assessed.

5) Equipped with vocational and personal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.

Consensus. Follow-up studies are appropriate here.

6) Equipped with career decisions based on the widest possible set of data concerning themselves and their educational/vocational opportunities.

Elvis. You cannot assess whether or not such decisions are "based" on such things, but you can measure: 1)whether they have decisions, 2)amount of self-knowledge, and 3)amount of knowledge of educational and vocational opportunities.

Tom. Covina Valley is doing this with a senior exit survey which shows the extent to which students feel they do have a plan (Tom thinks this will appeal to Congress).

Consensus. We can measure this outcome if we limit ourselves to knowledge of the parts but do not try to get into the "based on" question.

7) Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.

Consensus. We could get these kinds of measures but it will be very important in reporting these kinds of data that we emphasize only short term goals with no claims for probable occupational success in later life.

Ellen. We can look at resources used in gaining information. Criterion could be an increase in the variety of data sources.

8) Successful in being placed in a paid occupation, in further education, or in a vocation consistent with their current career education.

Consensus. Yes, follow-up studies are appropriate.

Phil. Caution: employers are getting tired of responding to follow-up inquiries about how kids are doing.

9) Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.

Consensus. It is doubtful that we can assess this well.

Dick. Arizona does have data showing that students do know that different occupations have differing lifestyles associated with them.

What OCE Staff Should Do When They Make Site Visits to Monitor Funded Projects

1. Develop a structured interview guide.
2. Consider using independent evaluation experts as site visitors to supplement OCE staff evaluation judgments.
3. Ask OCE staff to ask each project director what is being done on evaluation in their project relative to each of the nine learner outcomes in the OE Policy Paper.
4. Look at overlap between project goals and the nine OE learner outcomes. Find the gaps. Ask to see things you can observe related to a particular objective or outcome stated by project director.
5. For SEA projects, the local (LEA) subparts ought to have objectives related to each of the nine OE learner outcomes.
6. For any project, it will be important to count and answer the question, "How many people is this project reaching?"
7. Ask LEA sites to include a "senior survey" form in evaluation.
8. Ask each project director to relate, in specific terms, how project funds were spent.
9. Ask at each site how many people know about the OE Policy Paper and specifically about the nine learner outcomes.

10. OCE should construct a very short student instrument for use K-12 that OCE staff could take out and administer as part of each site visit.

11. Ask each project director to seek testimonials from B/L/I personnel serving as resource persons for the project. Such testimonials should be included as part of each final report and summarized by OCE for presentation to Congress.

MINI-CONFERENCE 6
CAREER EDUCATION AND COUNSELORS

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

October 13-14, 1975

Participants

Louise Bacle Monroe, Louisiana	Nannell Grube Millersville, Maryland	Myrna MacDonald Carson City, Nevada
Barbara Churchill Attleboro, Massachusetts	Susan Hohenshil Radford, Virginia	Charles McLean Holyoke, Colorado
Barbara Dawdy Grand Rapids, Michigan	Cal Holloway Oklahoma City, Okla.	William Pitts La Mesa, California
Robert DeVault Winston-Salem, N.C.	Mary Kosier Newton, Kansas	Marie Stratman Kodiak, Alaska

General Impressions

Although the sets of job duties of the participants are diversified, these counselors seemed united in the conviction that the counselor has a significant and key role to play in career education. However, they are certainly not united in terms of defining that role.

There was a good mix of counselors from the elementary, junior high, and senior high levels. Large cities and suburban and rural areas from all sections of the country were represented.

Important Insights

A "Career Information and Placement Center" could operate in two basic ways: a)as a central physical facility to which students from all over the city come; or b)as a central clearinghouse serving each school in the system (with the basic functions decentralized in each school). This group of consultants seemed to favor the latter.

Having counselors involved in career education does improve counselor/teacher relationships. CONSENSUS.

According to the members of this group, the counselor should be described as an "orchestrator" of career education rather than a "coordinator" at the building level.

Even where a formal course in career exploration is not taught, there is still a need for the school counselor to teach units on values clarification and career decision making. More and more, counselors are being asked to go into classrooms and present lessons on values clarification and decision making. With teachers now emphasizing high quality instruction, it is absolutely essential that counselor lesson plans be of superior quality. Counselors cannot afford to be poor teachers.

Where career education has been going on for a few years, students have been overexposed to the word career; it becomes a word to be avoided.

Many career education programs are being built with equal emphasis on "self" and "career." There is a real danger that some counselors may work on "self" and leave "careers" to others. This would be unfortunate.

Should the proper counselor role in career education be: a) to serve as a source of information for teachers; b) to serve as a source of creative activity ideas for teachers; or c) both? Consensus was c. In most schools, there are a few teachers who, because of their own creativity, need only information from the counselor. However, there are many teachers who could and would suggest activities. The counselor's role, in part, must be viewed as one of turning the noncreative teacher on to career education.

If the counselor wants to work with teachers in career education, the counselor should be prepared to make the first contact. Teachers, for the most part, will not approach the counselor for help initially. CONSENSUS.

If elementary schools do a good job in career awareness and junior highs do a good job in career exploration, the senior high counselor may concentrate on adaptability/survival skills such as job seeking, job getting, job holding, and postsecondary planning.

Where career education programs have been started and developed by teachers, it is very difficult for the counselor to come in later and try to carve out a significant counselor role in career education. It is very important that counselors be involved from the beginning.

The "teacher advisor" concept, wherein teachers from various disciplines are given one period a day to visit with individual students about career implications of their subject matter, is gaining popularity in career education. It is hoped that counselors will assume an active role as resource persons to such teachers. If teachers do not have counselor help or consultation, there is a danger that counselors will be perceived as "not needed" in career education.

Unless counselors take a major professional role in career education from the start, they may well be perceived by teachers as simply "suppliers of information." This must be avoided.

Counselors need to assume a leadership role in career guidance but not necessarily in career education. RATIONALE: Much of career education is instruction-oriented. The building principal must assume leadership if teachers are to change instructional approaches in the classroom. The counselor cannot direct teachers, but can serve only as a "catalyst."

Cal Holloway. His Career Information and Placement Center in Oklahoma City is a central referral source for dropouts and potential dropouts from all high schools. He has a wide variety of occupational information which is updated daily. There is an open door policy; kids can come at any time. If in school, students are referred by teachers or counselors; but about 50% of those who come have already dropped out of high school.

The Center serves as a referral center for regular counselors and counselors who have students with special problems.

The Placement Advisory Committee does job development seeking to create work opportunities for students.

Cal is currently working on a CETA proposal; he had $35,000 CETA funds last year for 144 persons age 17 and up.

Mary Kosier. As a supervisor, Mary serves about 70 schools. Counselors in each school identify teachers who are interested in career education, and then she works with those teachers. Career education resource materials are loaned to schools on a regular basis from her Career Center.

Project STEP (School To Employment Project) is a major effort to upgrade counselors and get them involved in career education.

a. In-service sessions include discussing questions such as "What do students need to know about work?"

b. Each counselor interviews 3-4 employers. The information is gathered in a STEP manual and shared with counselors from the entire region. This will become a statewide effort.

c. Mary feels it is essential that counselors have special material to start with.

d. In spring, there is an employer-counselor conference to discuss common problems. However, not many teachers attend because they must teach.

e. This is an entirely volunteer program for counselors in the area. Last year, 26 of 42 counselors volunteered. Originally, counselors were offered 3 hours of graduate credit. That incentive is no longer needed.

Myrna MacDonald. Field trips are arranged by her for certain students during the school day. To be selected to go on a field trip, students write a paragraph on "How I Could Benefit from this Field Trip." Classroom teachers participate in selection. By involving teachers in this way, teachers do not complain about students missing class.

On field trips, students photograph and interview workers. Myrna is making slide/tape presentations from each field trip which can be shown to all students in the school. Six field trips are planned this year: 240 of 960 students will have been on one or more field trips.

Susan Hohenshil. In a 3-year Part D project, with career education starting in elementary school, teachers did 100 field trips. Parents questioned whether the students were learning basic skills; students learned no less when field trips were done than when they were not done. Teacher attendance increased with career education but pupil attendance did not.

In junior high, career education is done in six eighth grade homerooms in six career exploratory courses which are six weeks each: business and office, health, industry, services, use of library, and guidance. The guidance course is primarily values clarification and decision making.

During summer workshops, teachers invented 108 career education activities appropriate for use in grades 8-12. These were published.

Because of the many elementary school career education activities, they are now considering doing away with the junior high career exploration course.

Counselors are involved in helping teachers eliminate overlap. Teachers are asked to describe in writing the career education activities they are using in order to avoid duplication.

Louise Bacle. Counselors in Monroe developed the "Guidance, Counseling, and Placement Handbook" for use in the total Career Education Handbook. They have also worked on developing a "Student Needs Survey." A proposal has been made requesting the use of mobile units in elementary schools. One unit could be parked at each elementary school for 9 weeks and be used for such things as a)in-service teacher education; b)helping learning-disabled kids; c)giving tests, etc. Each could be staffed by an elementary or junior high counselor.

Louise's role as a senior high counselor includes: a)orientation; b)testing; c)working with teachers in career education. Louise made a career education handbook that contains ideas of activities teachers could try in career education in the classroom. Teachers welcomed this kind of counselor help.

Barbara Dawdy. In working with 144 counselors in 23 school districts, Barbara found 20 who expressed some interest in

career education.

Barbara is developing a document Guidelines for Counselors in Career Education. She decided to produce a "process" rather than a "product" document so counselors could, if they follow the process, develop a unique role in career education.

She felt that, if teachers at the elementary, junior, and senior high levels do career education effectively, senior high counselors may, for the first time, make career guidance really work. Career education should be viewed as a vehicle that will make career guidance effective. VERY IMPORTANT POINT.

Marie Stratman. The teachers in her school are willing to let her take full responsibility for taking kids on field trips. Pupils decide what trips they want; then Marie takes them, 6 to 8 at a time, in her car.

As a counselor, Marie is on the Career Education Steering Committee. She works as a resource person for elementary teachers. She funnels career information to teachers.

Kodiak is planning to hire an elementary school career education coordinator next year in addition to Marie who, as an elementary counselor, is heavily involved in social work activities.

Charles McLean. Hired as a counselor, Chuck works in a small rural community of 2,000 persons. He also serves as coordinator of vocational education and career education.

Teachers view Chuck as a resource person for both career education ideas and materials. This year, he is also teaching a careers-related math course. At the senior high level, where the big emphasis is on work experience, Chuck finds work experience stations.

Chuck tries to find resource people in the community who can perform a career guidance and counseling function. It is his feeling that, if such community people hire kids in work experience, they get to know them as well or even better than do teachers.

William Pitts. Career education is viewed by Bill as a combination of guidance, instruction, and exploration in the community. As a counselor, he has developed a career education guide that covers all subjects. It combines course content with the career education concepts of the California Career Education Task Force. Teachers see the career education activities in this guide as exciting ways to help pupils learn.

As a counselor, Bill sees part of his role as one of working with teachers to motivate them to adopt career education activities in the classroom.

Bill is trying to encourage counselors to take over the career centers at the junior high level. He suggests counselors leave their office part of each day to work in the career centers.

Barbara Churchill. As a Career Resource Specialist (a paraprofessional title) now, Barbara plans to become a counselor once certified. There are nine counselors in the district, each with a specialty. Barbara hopes that her specialty will be career education

Her official role and function include: operation of and responsibility for the Career Resource Center; administration of tests; serving as a referral source for counselors who find students with no career choice; helping teachers to develop career education units for use in classroom; providing audio-visual material and doing group career planning as part of the formal ninth grade career exploration program; and community liaison: working with employers in locating jobs for students. In this work exprerience program, most kids get their own jobs.

In Attleboro, the power is in the hands of department chairpersons. There is one counselor assigned to each academic department with responsibility for helping teachers in that department develop a career exploration model. Suggesting activities that students can do outside of class time has met with acceptance. Counselors spend seven days in the classroom on career exploration. This is followed by students using the Career Resource Center to locate and study materials, then having individual interviews with counselors, and, finally, preparing written reports to be presented to the teacher. So far, this has been done in the Science Department; she hopes it will spread to all departments. Note: This activity is one for the senior high school--admittedly it is career exploration. If career exploration is ever really done at the junior high level, then she sees a greater emphasis could come, in senior high, on teaching adaptability skills.

Nannell Grube. Anne Arundel County is currently rewriting the entire curriculum to identify, for each subject and at each grade level, both content goals and career related objectives.

Counselors were not involved originally in a career education program. Workshops and meetings helped get them informed and involved.

Currently, counselors now help classroom teachers by: giving them career materials; serving as role models for teachers by demonstrating how to teach career decision making and values clarification; and providing teacher in-service training in group process.

By 1977, a counselor will be in charge in each middle school building, and a teacher-advisor program will be in effect.

Robert DeVault. The career education policy statement written four years ago said that counselors should be involved.

By 1976, Winston-Salem will have a new Career Education Center offering vocational skill training, placement, and the like. There will be four counselors in the Center. If they are viewed as the only counselors for the Center, there is a danger that counselors in the home high schools may continue to devote primary attention to college-bound students.

Twelve new elementary counselors have been added in the last year. These counselors help teachers in career awareness efforts plus doing group and individual work with kids.

He believes that counselors need retraining in group procedures in order to do an effective job in career education.

At eighth grade level, a course called Occupational Surveys is taught by teachers. They have said they will welcome counselor help with this course.

Summary of Possible Counselor Roles in Career Education

The suggestions offered below were gathered in a brainstorming session lasting 45 minutes. Consensus was neither sought nor obtained.

1. Teach self-awareness, socialization skills to pupils in the classroom.
2. Assist in coordination and implementation of career education.
3. Get principal to approve a counselor career education role plan for the year.
4. Assist teachers in relating subjects to career education.
5. Assist administrators in understanding career education concepts.
6. Explain career education to parents and the community.
7. Help teachers in career awareness activities.
8. Manage the scope and sequence aspects of career education.
9. Provide and disseminate career education materials, along with an evaluation of such materials by the counselor.
10. Design and implement a work exploration program.
11. Place students in part-time work (paid and unpaid) while in high school.
12. Build and provide teachers a list of resource persons for career education.
13. Teach career decision making and values clarification.
14. Assist students in educational planning.
15. Teach students job-getting, job-holding, and job-seeking skills.

16. Identify teachers ready for and amenable to career education in-service.

17. Invent and provide teachers with lists of creative career education activities.

18. Construct homemade career education materials (filmstrips, slide/tape presentations, etc.) for teacher use in the classroom.

19. Serve as coordinator and implementer of field trips done as part of a career education effort.

20. Conduct student needs assessments illustrating need for career education.

21. Administer student tests (aptitude, interest, values) needed in career education.

22. Establish and operate career education resource centers for use by both teachers and students.

23. Serve as role models and in-service trainers of teachers who are interested in teaching decision making and values clarification.

24. Provide in-service education to teachers who want to learn group process.

25. Organize and manage a teacher-advisor system for career education.

26. Counselor role in curriculum development for career education:

    a. serve on total curriculum committee for the school;
    b. serve on departmental curriculum committees;
    c. reflect student needs to all curriculum planners;
    d. survey, evaluate, and provide teachers career education materials;
    e. encourage teachers to use alternative methods of delivery of subject matter using a career education approach;
    f. stimulate interaction between academic and vocational teachers; and
    g. be responsible for inserting and implementing a clear scope and sequence concern in career education.

27. Counselor role in evaluation of career education:

    a. collect self-report data (students, teachers, administrators);
    b. keep process records of counselor involvement in career education;

c. participate in development of career education evaluation instruments;
d. interpret career education evaluation findings; and
e. follow through with recommendations based on evaluation results.

Career Guidance and Career Education

Career guidance is part of career education; "instruction" is a second part of career education and is separate from career guidance.

Career counseling is part of career guidance.

Counselors are willing to take responsibility for career guidance but not for career education. It is the job of the school administrator to ensure that teachers infuse career education concepts into their teaching.

If, in career education, counselors are supposed to share responsibility for career guidance with teachers and others, career education people must first convince counselors that career guidance is important. Many are not yet convinced of this and, as a consequence, are turned off by career education.

How To Upgrade Counselor Roles in Career Education

1. Give counselors a clear overview of career education--its nature, rationale, assumptions, and methodology: what it is, why it is needed, and how to do it.

2. Refine human relations skills, including communication skills, salesmanship, values clarification, and decision making.

3. Gain knowledge of new social, population, and occupational trends.

4. Have comprehensive information about the all volunteer armed forces.

5. Have exposure to current career education materials, including training in how to evaluate such materials.

6. Expand information regarding career development as an integral part of human growth and development.

7. Learn how to be a teacher of teachers.

8. Be aware of needs of the business/labor/industry community.

9. Expand knowledge of economics and the free enterprise system.

10. Refine skill in group process as used in career education.

NOTE: Consensus was that counselor upgrading for career education should be conducted in meetings separate from those used for teacher in-service.

What Keeps Me Going in Career Education

The following responses were made by participants to the above statement.

Mary Kosier. Career education supplies a way to bring really meaningful education into reality. Instead of talking about the outside world in the abstract, the teachers can use the career world outside the school as a teaching medium for transmitting basic education knowledge and skills. What can possibly be more exciting than being a part of tomorrow?

Myrna MacDonald. All of the following reflect the importance of work in our lives: 1)personal development and career development go hand in glove; 2)life's work is a way of defining ourselves; 3)personal needs are met through work; 4)job satisfaction relates to career planning and being in touch with ourselves; 5)job satisfaction can provide meaning in life; 6)work is often a social experience; social-personal skills are an important aspect of career development; and 7)career awareness/education is a developmental process.

Personally, socially, economically--career education provides obvious relevancy in the school setting. Working with students, staff, and parents is what turns me on.

Susan Hohenshil. 1)I see career horizons broadening for students so that they begin to choose career goals that are realistic and meaningful to them. Students are better prepared to make decisions regarding educational programs and career goals. 2)It is great to see the students excited about learning because they see the relativity to the real world. 3)Students enjoy participating in class activities and using the career resource center. Counselors work with students in group settings on decision-making and value clarification skills. 4)The career education concepts and program have given the school personnel a common goal; therefore, we have better understanding and communication in various disciplines. Counselors and teachers are working together on career activities. 5)The positive reaction of parents who visit our classrooms and participate in career activities is encouraging. 6)It is exciting to plan new programs and see them implemented.

7)Sharing materials and ideas with counselors just starting out is very satisfying.

Charles McLean. Career education is so important to me because I see it as a vehicle to provide better, more relevant education for students. Career education makes teachers, parents, counselors, students, administration, school board, business, and community members cooperate and work together to provide quality relevant education for students. No longer is one person responsible for trying to solve all the career development problems for a group of students. The biggest thing to me is the positive attitudes and feelings generated by those fortunate enough to be involved in career education.

It makes sense that when students leave school they should have had people working in their behalf to prepare them for life and the world of work. Career education helps people prepare for a job and helps them understand self and others so that they are satisfied with the job choice. It should further prepare them for use of leisure time. Career education takes education beyond the classroom wall and should have benefits for individuals throughout their life span.

Career education changes the counselor's role from a passive one to an active, vital part of the educational career developmental process of students. Career education helps counselors meet and talk with community people and businessmen by providing them with a reason for being involved through work-experience programs.

Robert DeVault. What turns me on is the opportunity to make education more meaningful to all the students, to see them begin to feel that they can exercise significant control of their lives. They find ways of using their abilities and interests so they meet personal needs and pursue desired lifestyles. They often develop ways of coping with some of the roadblocks put up by their families and society. Work is a significant part of the life of each of us. Not only is the end result a more satisfying and meaningful life for the individual but a greater contribution to our society.

Barbara Churchill. These are what keep me going in career education: the concept--the relevance of the content material and the absolute necessity of career education for the students; the process--the interaction between teaching faculty and guidance staff, as well as members of the working community; the people--the enthusiasm of the people I work with within the system, and the community; and the personal opportunity--freedom and administrative support to be a change agent within the system.

Nannell Grube. Career education is alive, workable, relevant for students and teachers and especially counselors. Career education looks like a way to make counselors a vibrant, useful, integral, nondeletable part of the school system. It gets people excited. It makes them think in terms of humanizing the schools. I believe it will help the students of today cope with the world of tomorrow.

Cal Holloway. Career education has provided me with the opportunity to get involved with the business/industry community. This has enabled me to provide young people with current and accurate career information and materials to meet the needs of students, faculty, parents, counselors, and others in the Oklahoma City community. Career education is quite exciting, and I am constantly seeking more knowledge. Through career education I have been able to expand my own horizons as well as those of people with whom I come in contact either directly or indirectly.

Marie Stratman. As an elementary counselor I found students very turned off to so many things that go on in their school day. I started looking at ways to make school relevant and meaningful to students and found career education the key. We have such an enthusiastic curriculum director that, in spite of my busy schedule, I find myself being continually recharged and trying to push the career education movement among the elementary teachers.

I feel student learning becomes alive through the activities career education allows. To me career education is what real education should be about anyway. I feel that were the career education model completely carried out, many of our social ills would be cured.

Louise Bacle. Students change from year to year, but many of the problems are the same. I am learning new ways to help students make future plans. I like learning with them, meeting business persons, visiting industries, and talking with parents. I enjoy working for the tomorrows for tomorrow's leaders. The work is never dull.

William Pitts. What keeps me going in career education is the fact that this concept can bring a change in public education that can move us from perpetual motion to programs that will better prepare students for the world they are in and will be living in.

MINI-CONFERENCE 7
CAREER EDUCATION AND THE BUSINESS/LABOR/INDUSTRY COMMUNITY

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

October 22, 1975

Participants

Joseph Bertotti
Fairfield, Connecticut

Timothy Frisby
Elk Grove, Illinois

Ann Graham
Las Cruces, New Mexico

Lewis Harriman
Buffalo, New York

Albert Lorente
Detroit, Michigan

Jack McGlothlin
Pittsburgh, Kansas

John Marchak
Washington, D.C.

Howard Marshall
Baltimore, Maryland

Duke Nielson
Denver, Colorado

John Norris
Greenwood, Indiana

Wayne Owens
Philadelphia, Penna.

John Reynard
Wilmington, Delaware

General Impressions

Unlike all other mini-conferences in this series, this was a one day event. Every person came with a distinct "message" to present. This, while productive, forced me to ignore several key questions. These must be raised at the validation conference on this topic.

It was a very congenial mix of business and labor representatives. Each appeared willing to listen to and learn from the others.

Important Insights

In large organizations, upper management often does not see the need for career education because, by the time they meet the workers, personnel people have already screened them. Personnel people may be the ideal contacts for school persons to use in starting career education efforts.

B/L/I personnel should evaluate teachers after a field trip has been held or a visit made to a classroom in terms of how effectively the teacher has readied students for the experience. A serious question exists with respect to whether or not such evaluations should be made available to school board members or others who make decisions about promotion and retention of teachers. The same problem exists with evaluations of resource persons.

Much discussion focused on the value of teachers working outside of education in the summer to gain a deeper understanding of what goes on in the working world outside of the academic realm. It was felt that teachers should get recertification credit for such work just as they do now for going to summer school.

Several suggestions were offered. Among them was to have the Chamber of Commerce solicit summer jobs for teachers that would give them credit and good experience but would have school districts pay their salaries.

Several problems become apparent: 1)jobs would need to be limited to those not under union contract; 2)smaller businesses, as well as large organizations, would need to be represented; 3)teachers would need to be placed in a number of jobs--the goal is knowledge, not productivity; and 4)with current economic conditions, it would be difficult to find summer employment for teachers on a large scale, whether it is paid or not.

It might be better for youth if, in addition to a Summer Jobs for Youth program for those whose primary need is money, we also had a Summer Career Exploration program, an unpaid work experience for youth who want to explore a number of careers during a summer. Students could get a taste of each without being expected to be productive at any. It was felt that as long as full-time workers' jobs were not threatened, this would be acceptable.

The federal government is the worst offender in continuing to worship the artificial value of a college degree. For example, in one equal opportunity program designed to help persons who had learned from experience rather than in a classroom, the persons employed by the federal government to run the program all had to possess a college degree. Some B/L/I representatives are getting wary about suggesting alternatives to college.

The attitudes of the B/L/I community, in terms of relationsips with schools, is shifting from one of receptivity to one of taking the initiative. B/L/I is no longer willing to wait for schools to request their cooperation.

Small business persons recognize the need for career education, but they do not have the resources to implement elaborate programs like large organizations do. They need ideas of what they can do to be helpful.

The B/L/I community is willing to support career education but not if it is resisted by the superintendent and the school board. They question why we have not spent more time turning these people on to career education.

In some communities, school bond issues calling for new buildings are being sought using the argument that career education demands more space for career exploration. People are not going to support career education if new buildings are needed in which to do it. Note: The falseness of this must be pointed out. Career education does not ask for new buildings. We must combat this exploitation of career education.

Unions have at least as much at stake as does management in solving the current education/work dilemma. Qualified workers are needed to make unions work, just as they are needed to make business work.

If the B/L/I community and parents do not put pressure on educators to get into career education, it will be impossible to get change. Tolerance and patience are not valuable qualities when the time to change is now!

One reason why the B/L/I community has not been more involved in career education up to now is that they do not understand the educational bureaucracy well enough to know where to start pushing for change.

Teachers are not well equipped in terms of background to sell career education to business persons. To be successful, industry personnel must contact other industry personnel.

Some felt that it is difficult for business persons to see their reward from elementary school student field trips. They must understand that the benefits will come ten years later. However, some urged that the primary effort should be at the elementary years. One reason B/L/I people do not like to work in elementary schools is that they do not know what to say to elementary pupils or how to relate to them. They feel more comfortable in a senior high class.

It is more manageable for corporations to work closely with a few colleges and universities than with 17,000 K-12 public school districts. The numbers problem is very large. This is one reason why many business organizations have backed off from supporting career education at the elementary school level.

In order for industry and labor unions to support career education, both must have a definite role in formulating policy.

Examples of Involving B/L/I in Career Education

John Reynard. With Dupont as the sponsor, John is currently on loan to New Castle County school district and DuPont pays his salary. The school system pays for 1 teacher and 1 secretary to work with him. They have formed the Educational Resources Association, a nonprofit organization.

Assignment: to enlist community support in finding and selecting individuals representing different careers to serve as resource persons in classroom, and to provide tours for students demonstrating careers.

One hundred seventy-five business organizations are now signed up. Selling point is the principle of controlled use frequency, under which they guarantee that no business, or individual will be asked to participate more than they indicated they are able to do.

There is a teacher resource catalogue giving brief descriptions of what is available for a given career. It is coded so that teachers do not know (and so they cannot contact) the industry or person involved. The teachers contact the ERA and are then put in contact with the proper person from B/L/I, thus avoiding indiscriminate school requests.

The ERA reports directly to the Newark Board of Education, but will eventually change reporting system as they plan to take it statewide.

Reception of B/L/I has been good. Selling points used include: a)people are coming out of education with no skills. This must be changed; b)counselor-pupil ratio is 600:1. Kids need more help; c)teachers do not understand B/L/I--we must help them do so; and d)pupils need to understand that what they are learning applies to the work they may be doing.

To answer the criticism that this is just a day off for teachers, B/L/I use one evaluation sheet that says if the teacher has not prepared pupils right and a second evaluation is used by teachers which tells if B/L/I personnel were not effective.

Prior to actual field trip or class visit (approximately 2 weeks) there is a meeting between B/L/I representative and teacher.

They have prepared 2 very useful booklets: "Tips for Teachers on Using Community Resources" and "Tips for B/L/I Speakers in the Classroom."

NOTE: Howard suggests that following visits, the evaluation problem may be better solved in face-to-face critique sessions in which teachers and B/L/I representatives can criticize, complain, and/or congratulate each other.

Joseph Bertotti. General Electric has a six-week program for counselors in the summer--three weeks of academic instruction and three weeks of lab. This is done cooperatively with various universities who offer graduate credit. GE pays expenses plus stipend.

The program includes an in-depth look at various jobs within GE. Note: This is different from NAB where counselors visit a different plant each week. GE thinks it better for counselors to learn more about jobs in one plant (so they will understand relationships) than to simply get brief exposure to a number of plants.

GE's assumption is that the school counselor is the key person. Note: A number of other persons questioned this. They felt the key person is the teacher.

The GE Summer Counselor Program also provides chances for counselors to earn even more college credit during the school year, if they follow up on their summer experience.

There is a new program now in Erie, Pennsylvania. This counselor in-service approach has 30 counselors come to a GE plant 3 hours once a week for 15 weeks. They get college credit. Advantage: it is inexpensive for GE in that college credit tuition cost is paid either by the counselors or by their school district--quite different from GE's summer program.

GE has found both union persons and management endorsing their summer program. For example, in Bloomington, Indiana the hourly union people request counselors to "shadow" them as part of the lab experience. It is a kind of status symbol for the person being shadowed. That person also gets to attend the GE dinners held for counselors.

Wayne Owens. Project PIMEG (Program to Increase Minority Engineering Graduates) is a national program involving many organizations beyond GE.

Two basic premises: 1)vast majority of management personnel in industry come from technical backgrounds; and 2)there is a great need to increase the current one percent of engineering graduates who are minority persons.

This program operates in Philadelphia as PRIME (Philadelphia Regional Introduction for Minorities in Engineering). Its goal is to increase the number of minority engineering graduates from 30 to 300 in ten years. Points about the program are: 1)includes alternative programs for engineering technicians; 2)concentrates on math and science teachers (who are seen as knowing kids better than counselors); 3)tries to influence curriculum (what is to be taught); 4)includes working with minority parents (to encourage students); 5)tries to get industry people in schools at least 12 times per year; 6)financed by a number of industries (about $1,500 each) to pay for curricular materials, staff, and equipment; 7)starts with junior high and goes through engineering college; and 8)involves educational community, business community, engineering professional societies, government employers, general community (including parents), and student community.

Timothy Frisby. Coming from Elk Grove, Illinois (largest industrial park in the world), Tim is involved in small business (150 employees). Initial efforts to get career education underway were thwarted due to lack of interest and background of key top school leaders. Recent Chamber of Commerce survey in the Industrial Park found career education not a high priority. Tim feels they do not understand it.

Project EVE is a hands on exploratory program for teachers who spend one hour in a plant doing what workers do. Then they get back together to relate experiences. EVE had 20 firms involved last semester. Teachers get graduate credit for the course which operates from 3:00 to 7:00 p.m. (no time off from school).

Economics Teacher Project is a twenty-week course for teachers to be taught by industrial persons in the community. It is designed to acquaint teachers with their local B/L/I community.

A K-8 elementary school was turned into a "popcorn factory" for one day, involving 40 occupations. Kids liked it. Tim believes this is where the "action" is in career education. Tim also secured a group of industrial resource persons to speak at PTAs and found it effective.

It has taken three years to get a career education commitment from the superintendents. The businessmen cannot stick their necks out further. They are still fighting the majority. Parents and teachers both have a discipline problem with kids. If we could make education more relevant through career education, the discipline problems would be reduced.

An important point was made by Duke Nielson: industrial associations, such as in Elk Grove, need to employ educational specialists, people who understand schools--especially how to begin to make change in education.

Jack McGlothlin. Agricultural states have a different problem than do industrial states in career education. There is a concern that big industry does not get accused of trying to take over USA education.

Jack, who works in the Transport Workers' Union said his union has developed both a coloring book and a comic book for K-6 use to familiarize pupils with what occupations are in transportation and what transportation does.

Albert Lorente. Al is currently active as Vice-Chairman, Michigan Career Education Advisory Commission. (Last year, Chamber of Commerce, AFL-CIO, and UAW in Michigan lobbied for money for career education--a uniquely important combination.)

Organized labor is 100% committed to protecting such hard won benefits as the seniority system and minimum wage. This does not mean they oppose career education.

Organized labor has won many things that are bound to help the career education movement including: a)early retirement plans (encourages more entry jobs for youth); b)collective bargaining agreements that provide explicitly for temporary summer jobs for youth; c)optional leave time provisions (natural opportunities for both students and teachers to come in and be exposed to industry jobs); and d)optional voluntary layoffs (another way of working toward creation of career exploration and career awareness programs).

Education Department at UAW has a cooperative plan with 50 colleges for lifelong learning. Many opportunities exist for workers. For example, they can take Saturday classes for credit. This department is currently working on a career education policy statement with implementation guidelines. It is not yet ready but is planned to be brought up for debate and hoped for adoption during the next few months. They may sponsor a career education conference for teachers and B/L/I personnel this year.

If and when UAW career education statement comes out, they will: a)encourage UAW personnel to serve on career education advisory committees; b)serve as resource persons to schools engaged in career education; c)confirm performance standards in

vocational education; d)encourage retired UAW workers to volunteer for career education; and e)participate in forming state and national policy for career education--and then lobby for it.

VERY IMPORTANT POINT: Do not expect unions to support career education unless they have a strong voice in determining career education policies. Local UAW executive boards will probably be willing to listen to local career education committees, but will do better if they are on them.

Howard Marshall. Program began in 1969 working with one school in Baltimore. After one year, teachers asked for more structure in the program. McCormick hired three professional writers and brought them in the plant for one week to observe occupations. The writers then wrote an initial set of 22 learning packages for use in the school the following year.

The learning packages (40 in all now) are serving as a substitute for eighth grade social studies (regular eighth grade social studies teacher is in charge--McCormick personnel come in as needed). The program is planned so that it can operate either as group instruction or as individualized instruction. The content of the learning packages include such topics as "How to Apply for a Job," "The Worker and His Community," "I Am Important," "How to Make a Budget" (include lesson plans and slide tapes). None of the programs is oriented around the McCormick Company. Any company can pick up the materials and use them.

During plant visits, one employee is assigned a student and acts as his or her personal chaperon during the entire visit. This works well and does great things for both workers and for students.

Howard feels it is important that the initial thrust must come from the educational system to industry--not vice versa. Further, industry must be prepared to take some rebuffs from educators when they want to go too far too fast.

Duke Nielson. Affiliated with the Association of General Contractors, Jefferson County, Colorado, Duke participated in a "mini-economy" project (part of social studies for seventh, eighth, and ninth graders). It included an "estimating project." Kids bid on building projects. One got the bid and took over the business.

Career Center is a joint project with the Junior League and Chamber of Commerce. It serves nine Denver high schools and includes vocational education training, and professional seminars for kids interested in the professions (one-week experience that includes visits with professionals in their offices).

Schools have been teaching something different from what industry trains for. Curriculum should be the same but it is not.

VERY IMPORTANT: Industry worries that, if they give the schools their training manuals, schools may wind up training students to work for open shop contractors rather than for union shops. This problem is far from being solved.

Joint training programs in industries involve both union and management people. Career education programs should work with them.

John Norris. Indiana AFL-CIO is now actively working on career education at the state level. Initial resistance of Indiana AFL-CIO to career education stemmed from national AFL-CIO objections to career education, and a fear that career education, if supported, could hurt vocational education.

Lewis Harriman. It is hard for B/L/I to encourage schools to change toward a career education emphasis primarily because B/L/I personnel have not been made aware of the dynamics of change that are involved in formal education.

Career education is not going to take a lot of new money. Staff and materials are what cost money. There are solutions in career education for both. B/L/I personnel can supplement teacher efforts so we will not have to hire more teachers.

Materials - Syracuse has saved 90% of the cost of vocational education materials by teaching basic principles on modest equipment (rather than trying to duplicate the most modern and most expensive equipment now in industry). Since industry must always do the "finishing" job anyway, this makes good sense. Let schools turn out kids who are adaptable and industry can take it from there.

Schools could save money if they quit trying to keep kids in school long after they want out. Some should go to work earlier and adult education can take care of remediation needs later. We are going to have to learn to cut costs in formal education.

Ann Graham. CAP (Career Awareness Project) of National Business and Professional Women's Organization is funded by Carnegie. This is a set of career awareness materials ready for use along with suggestions as to how to use them. It is available from national headquarters in Washington, D.C. (National Business and Professional Women's Organization).

Ann feels it is important to get news media involved in career education. She is doing it now and is urging parents to become involved. Ann did not wait for Las Cruces school officials to come to her, she took the CAP plan and materials to them. They took it well.

John Marchak. It would be a good idea to hold a career education mini-conference for educational publishers. They influence what goes on in education more than do educators.

John feels it is important to have a clear scope and sequence pattern for career education. Too many places simply are not yet well organized. This is why, when they went into career education publishing, they found a program entitled "Real People At Work" which was a systematic K-12 program. He reports it is going over very well.

MINI-CONFERENCE 8
CAREER EDUCATION AND PARENTS

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

October 27-28, 1975

Participants

Audrey Almendinger
Roseville, Minnesota

Lora Chappell
Jackson, Mississippi

Claus Colm
Fair Haven, Vermont

Darwin Heine
Fairbanks, Alaska

Ray Horne
Penn, N. Dakota

W.C. Jackson
Gordo, Alabama

Wendy Lageschulte
Barrington, Illinois

Elizabeth Leonard
Upper Arlington, Ohio

Nancy Losekamp
Upper Arlington, Ohio

William Myjer
New York, New York

Ted Quigley
Cumberland Center, Maine

Mary Lou Schell
Tacoma, Washington

Background

It is valuable to know the roles, other than that of parent, of each of the participants in order to understand more fully the views they expressed during the conference.

Laura is a grandmother and is currently serving as a school board member; Claus is a vice-president of a bank and has served on the school board; Ted is in sales work. He has 6 children; Wendy has 2 children and is a physical therapist. She has been an active volunteer in establishing the local career education program; W.C. is a psychiatric social worker and a minister. He has 6 children; Bill designs computer facilities. He is a former PTA president and is active in the "City as School" program in New York City; Mary Lou has 6 children and is a registered nurse. She is on both the Washington State Career Education Council and the state PTA board; Darwin is currently superintendent of the water plant in Fairbanks. He is a member of the state board of education; Audrey has 3 children and is currently employed as a secretary in the Roseville, Minnesota career education program; Ray is a farmer with 4 children. He is a school board member in Devil's Lake, North Dakota; Nancy is the Career Education Coordinator in the Upper Arlington Schools and has 4 children; and Liz is a "professional volunteer" in the school district.

Claus - It is a way of motivating students to do something after they leave high school. In Vermont, the crucial importance of attending college is currently being played down. As a result, there are some students who opt not to attend college--or do anything else--after they graduate. The armed forces used to draft such students, but not anymore.

Audrey - Children are not getting a realistic view of life-styles associated with various occupations. TV has been much to blame here.

Mary Lou - Children are too often unmotivated to learn the basic skills. Career education can be a powerful source of motivation.

Ray - Our first priority should be on making students aware of the many kinds of occupations that exist. Students who are from farms are aware of the tasks to be done on the farm, but students from the city have no such opportunities.

Wendy - Career awareness is a joint responsibility of the school system and the community. Career exploration should be emphasized. There are many adults now dissatisfied with their jobs because they just "fell" into them without consciously choosing what to do. We should not let that happen to today's youth.

W.C. - Just knowing about occupations will not be enough. We need to give youth something that will make them happy and satisfied in the later adult years.

Darwin - Career education is a way of getting the schools "back on track" so that they start doing what parents have, for years, thought they should be doing. In Alaska, too many unskilled persons are trying to obtain jobs for which they are unqualified. We need to make students aware of occupations, of how occupations affect lifestyle of their interests, of how to make good decisions, and of the preparation necessary to be happy adults. As parents, we sense that schools are not yet doing this job, and too many students are turned off by school.

Lora - Career education can help a youth plan something constructive to do immediately after high school. It should also equip youth for making further career choices later on in life.

Mary Lou - Career education is a way students can explore career interests without taking artificial standardized interest tests.

Wendy - Career education can help the child discover who he/she is.

Ted - Students just are not aware of the many kinds of careers that exist.

Summary of Potentital Benefits of Career Education

1. Better self-understanding
2. Awareness of multiple careers possible for them
3. Experiencing what it would be like to work in particular careers
4. Awareness of lifestyle implications of various kinds of work
5. Initial occupational decisions--what to do right after high school
6. Motivation for learning course con ent--especially the basic skills

On Productive Use of Leisure Time

Bill - Many organizations teach this better than do schools. The Explorer Scouts, for example, are now coming into New York City Schools to do career interest surveys. These identify students for various kinds of explorer career posts, and people from those posts take students on field trips. There is teacher resistance to allow resource persons in the schools.

Audrey - Junior Achievement is also a good way of helping students make productive use of leisure time.

Wendy - In one hour each Friday, "mini-courses" are taught by parents as well as by teachers. These concentrate on giving students hobby skills and can serve as career exploration.

Darwin - Everyone has more than one interest. An emphasis on productive use of leisure time could help students explore many careers, one of which may eventually become the occupation and others the hobbies.

Ted - As part of teaching students about productive use of leisure time, we should teach them local citizenship responsibilities: how local government works and what responsibilities they are to participate in.

Consensus - There are many community organizations now available committed to and competent in helping youth make productive use of leisure time. Helping students make productive use of leisure time is also helping them in career exploration. Schools should be working with community organizations in helping students make productive use of leisure time. This is not something schools should try to do by themselves.

Should Work Experience Outside of Education Be Made a Requirement for Teacher and Counselor Certification?

Bill - No, not unless it is very well organized around a career exploration pattern. It would be better to put this emphasis in preservice programs that would make career exploration a required experience for graduation from college.

Lora - Those who have been in industry are better prepared to help students explore careers than are educators. We either have to get the community into the classroom or get teachers out into the community.

Wendy - Barrington has a "volunteer bureau" with a volunteer person (usually a mother) assigned to each school. Their function is to find and utilize community resource persons who can tell teachers and students about a wide variety of careers. This is better than requiring outside work experience for teachers.

Darwin - Teachers of vocational education must have outside work experience, but other teachers probably should not be required to do so.

Consensus - It would not be wise to require work experience outside of education for teachers and counselors. The primary reasons for opposing it are: 1)it would be very difficult for them to obtain much meaningful work experience; and 2)there are plenty of resource persons in every community, with a wide variety of work experience, who can teach both teachers and students what they need to know. The great importance of having information about work and careers available to pupils is obvious, but it is better to count on community resources rather than on upgrading of teachers and counselors to obtain this expertise.

Perceptions of School Counselors

Ray - Our counselors spend most of their time working on psychological and discipline problems, and this is a very important job that must continue to be done. However, it is also important to talk with students about careers. To solve this, we have settled on the teacher/advisor system where students can talk with teachers with whom they feel comfortable about any problem, including problems of career choice.

Mary Lou - Our counselors are mostly career guidance people. We do have one school where each teacher is responsible for counseling a certain number of students in a teacher/advisor system. This is done in addition to regular counselors rather than as a substitute for them.

Wendy - Our counselors now function primarily as schedule makers. The counselor role should shift to a career guidance role. A teacher/advisor system would not work if this means teachers would be given one more period out of the classroom in addition to their

preparation period to serve as teacher/advisor for students.

Liz - In our junior highs, counselors deal with emotional problems. Career guidance will be done by adding other people and leaving counselors in their present role.

W. C. - Counselors should be working more with parents. Parents need counseling too.

Darwin - With our austerity program, we had to eliminate counselors in the elementary schools. When they existed, they worked primarily on psychological problems. At the secondary school level, counselors are trying to be everything to everyone. As a result, they are not accomplishing what needs to be done.

Lora - We are overpaying counselors if all they do is schedule students. Counselors' time would be better spent in helping students consider careers.

Bill - If counselors would use community resources more, they would be okay.

Involving Business, Labor, and Industry in Career Education

Consensus - The B/L/I community should be actively involved in career education.

Bill - Teachers should work more closely with and make better use of their community resources.

Claus - In spite of good teacher salaries, too few feel a responsibility to contribute to community causes like the United Way. To be in a community, one should try to be a part of the community. There was some disagreement on this point.

Ted - B/L/I persons learn to respect education more when they are used as resource persons in the classroom.

Wendy - The Career Education Advisory Commission (half parents and half business representatives) had input in curriculum development. The commission would not approve the high school program until content was added related to understanding of the free enterprise system. The school board was receptive to the suggestion.

Lora - B/L/I has cooperated well primarily because the superintendent met with key business leaders prior to starting the program. B/L/I has been very good about releasing people to serve as resource persons in classrooms.

Ray - Business persons can save a lot of time if students meet them during field trips rather than having the business person come to school.

Bill - The biggest stumbling block to field trips is insurance costs.

Claus - Sometimes, when students come on a field trip to the bank, they do not even know what questions to ask.

Wendy - A career fair for teachers is being organized by the Career Education Advisory Commission to show teachers community resources in B/L/I.

Career Education Skills Students Should Learn Prior to High School Graduation

1. Economic awareness--including the free enterprise system
2. The 3 R's
3. Good work habits
4. Career decision-making skills
5. Job-seeking, job-getting, job-holding skills
6. Good study habits
7. Knowledge of career implications of subject matter

A career education class should not be started; it should be done by infusion throughout the entire curriculum.

Examples of Career Education Activities

Bill - "City as School" in New York City. Students who are turned off to traditional instruction, who may be dropouts or potential dropouts, can use the total community to learn what they want to know and earn credit for doing so. Student interest and motivation are high, and many parents are actively involved.

Ted - He likes the way their cooperative work experience program is now being fitted into career education. They have a "shadow" experience program and use mini field trips.

Wendy - Teachers have made a comprehensive career education resource book which contains goals and objectives of career education, lists of resource persons, suggested teacher activities for infusing career education. This book was approved by the Career Education Advisory Commission.

Claus - Vermont State Chamber of Commerce is cooperating with the United States Chamber of Commerce in showing 4 slide/tape presentations on the free enterprise system.

Darwin - Teachers and other school staff are volunteering to help students learn hobbies outside of regular school hours. Also, at their career center, students can come and learn basic vocational skills during the evening if they so desire.

Many of these parents felt career education will be "bought" by parents faster than it will by teachers and school administrators.

A majority agreed with parents' role in career education as found in the OE paper "Career Education: A Crusade for Change," but they also felt that the proposed role model is one that would appeal most to white, middle-class parents and is one that many low-income parents would reject.

Parents are not worried that bringing community resource persons in the class will reduce attention to the 3 R's. On the contrary, they are convinced it will motivate pupils to learn the 3 R's.

One reason B/L/I community should welcome involvement in career education is that many of today's youth distrust business and are turned off by it. Career education is a way of renewing the confidence of youth in the B/L/I community.

We need to involve the entire community--especially retired persons--more in career education.

Schools will resist work experience programs unless ways can be found to count students as "present" when they are out working. Unless this can be done, the school stands to lose average daily attendance state aid per pupil.

Too many teachers are committed to teaching subject matter, but not committed enough to helping students understand why it is important to study the subject matter. Also they are not committed enough to helping students in self-understanding.

Career education is doing a poor public relations job. It should get more public attention.

MINI-CONFERENCE 9
CAREER EDUCATION FOR HANDICAPPED PERSONS

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

November 3-4, 1975

Participants

Dorothy Ferry
Jacksonville, Illinois

Jacob Goldschmidt
Northfield, New Jersey

Philip Hatlen
San Francisco, Calif.

Linda Jacobs
Annapolis, Maryland

Jerry Keener
Bloomington, Indiana

Verna Lee
Honolulu, Hawaii

Margaret Lewis
Panama City, Florida

George Lombardi
Yakima, Washington

William Neal
Knoxville, Tennessee

Susie Oldham
Bowling Green, Kentucky

Minnie Phillips
Pontiac, Michigan

General Impressions

This was a very task oriented group. They came both with concerns and action examples of career education program activities.

With some exceptions, these participants are experts in the area of the handicapped, not in career education. However, almost all are working in settings where good career education programs are in operation. This gave them what I would regard as special insights of very great value.

Important Insights

The negative attitudes many people have toward work experience for high school students are compounded when combined with the negative attitudes that exists in our society toward the handicapped.

The only difference that should exist in the goals of career education for the handicapped vs non-handicapped is a necessary assumption that, for the handicapped, tasks will take longer and require more effort. CONSENSUS.

There seemed to be a much greater readiness for talking about teaching handicapped persons adaptability skills than in teaching them job specific skills.

Many vocational education teachers, whose main background of preparation is work experience rather than formal university training, seem to have trouble knowing how to handle handicapped students' problems.

Labor unions are more receptive to membership of handicapped persons when they realize these persons are likely to be hard-working, stable, dues-paying members.

Career exploration for handicapped persons should cover the full range of occupations, including those not open to persons with certain handicaps. Special emphasis should be given to those occupations which are within the realm of possibility. CONSENSUS.

It is harder to do career education with emotionally disturbed pupils than with other handicapped pupils. CONSENSUS.

Some EMR students enrolled in a work experience program in senior high have asked not to graduate because, if they do, they will lose their jobs.

Because handicapped workers are so dependable, they are among the last to be fired when jobs are tight.

Often, regular school counselors do not complain when vocational rehabilitation counselors come into the school and take over counseling of handicapped students. Many school counselors do not want to work with these students anyway.

American Foundation for the Blind, 15 West 16th Street, New York, New York 10011 has a publication entitled ADAPTED CAREER UNITS K-6, FOR USE WITH BLIND AND VISUALLY HANDICAPPED STUDENTS. Pilot Edition. (Ms. Marion Wurster, Director, Program Development Division)

There is a great need for psychological specialists and therapists who work with the handicapped to learn the basic concepts of career education.

There should be a series of career education mini-conferences for specialists in each of the 12-13 areas of handicapped. This could be done in three conferences: a "high incidence" conference, a "low incidence" conference, and one that combines them. The Bureau for the Education of the Handicapped should be encouraged to hold these conferences.

Career decision making can and should be taught to mentally retarded persons. CONSENSUS.

Minnie - Twenty-one career development lessons from the Pontiac Adult Learning Systems (PALS) are being redesigned for special education students. The lessons have been piloted on 23 gifted students. She is now going to try it with EMR and orthopedically handicapped.

Minnie takes the skills in each lesson and breaks them into smaller units. Example: "Expanding Career Awareness." She takes a single action verb (e.g., write) and asks pupils to name careers where this word appears.

Adapting materials to handicapped--for example, if reading is a problem, she puts materials on tapes so they can hear it; if writing is a problem, a challenge student (one of the gifted) may be assigned to a handicapped student to do the writing that must be done.

George - High school has a career awareness center (ASK--"Attitude Development Through Skills and Knowledge). The 4 steps are: a)sophmores--in school shop; concentrate on attitudes; b)institution level--kids in school but go out to community to find jobs; c)community placement--controlled by community and monitored by school personnel; and d)full-time employment.

Yakima has a special Advisory Board on Career Education for Handicapped. They have gone from a 50% dropout to a 10% dropout because he feels students have more input into the nature of the program.

Some "regular" students are now trying to get into this special program. (Jerry: This could be a danger in that, often, such "regular" kids are pre-delinquents who mess up the handicapped kids.)

George does not try to teach specific skills as much as he tries to give positive attitudes toward work--and toward themselves. (Example: bench grinder program does not try to turn out skilled bench grinders but, rather, an awareness, on the part of the handicapped kid, that he can do something.)

Linda - Academic aides, funded with vocational education funds, are supervised by the Special Education Department. They got the aides primarily because they have a vocational evaluation unit for handicapped ninth grade kids.

Some special education kids can go to the regular vocational education center. The academic aide helps the kid in such a program who cannot read the manuals, for example.

The academic aide is assigned to a teacher, not to a student. Teacher says how her or his services can best be used, these are vocational education teachers.

Has developed a new curriculum guide for all handicapped K-12. Four areas: 1)numerical skills; 2)communications skills; 3)social-emotional skills; and 4)career-vocational skills.

These are all instructional skills on a highly practical basis broken down in card file form. On one side of the card is a behavioral objective and an evaluation test on the other side.

Four levels of activity are on each card (elementary, junior high, senior high, advanced).

The "card approach" is much more expensive than usual printed materials but is very adaptable to individual needs. Teachers do need in-servicing to use them.

Vocational Evaluation Unit--mainly a trade and industrial activity at the vocational education center. It does not really serve as a career education evaluation but really as a vocational education evaluation. Junior high teachers do a career education profile for each pupil

Phil - Living Skills Center for the Blind (a postsecondary program). Blind high school graduates are well prepared academically but typically have been given neither vocational skills nor living skills. If career education were to be done right at the K-12 level, they should cease to exist (now have 26 students mostly in a residential setting). Six areas are taught: 1)mobility skills; 2)social skills; 3)recreational skills; 4)career skills; 5)living skills; and 6)communications skills. All are done on a 1:1 basis--no classes. Note: California School for the Blind now has a full-time career education coordinator as does the Ohio School for the Blind.

Living skills defined: skills and understandings required by handicapped children and youth in order to function in an efficient and satisfying manner in all aspects of life. These skills include but are not limited to: independent travel, socialization, leisure time, personal hygiene, care of clothing, home management, and financial management.

Phil has a big checklist of living skills activities now. Each new student is checked out on them and given them if they are not present.

Career Awareness Program and Job Observation. Career objectives for blind are presented by teachers, vocational rehabilitation counselors, or by radio. They have set up 24 "observations" where blind kids can talk to workers and listen to them as they work. They are not restricting the observations to sites where blind are now working. Some places have refused to be observation sites.

Margaret - Where she is principal, there are 33 junior-senior high students and 91 trainable mentally retarded students (ages 3-21). They build curriculum after looking at community needs (fishing, tourism, military base) into social, psychomotor, practical knowledge, and community living. (Somewhat sequenced but this is it for curriculum.)

Students need rewards. They get them in work-study as soon as possible (have 2-3 in CETA now).

Initially, the problem was that the parents took care of the money their children earned. Have now changed so money comes to the school and they set up bank accounts for each pupil.

They bought calculators. Kids use them to do budget sheets for their accounts. (Note: Kids with no jobs are assigned to help those who do.)

Up to 25 kids at a time work independently. Eight of thirty-three are on work-study; the other 25 on pre-vocational program (primarily unpaid work within the school).

For trainable mentally retarded kids (IQ 30-50), career education goals are self-understanding, expansion of career alternatives, and recognition of accomplishments.

Jacob - He built career education lesson plans for one middle school (educable mentally retarded and emotionally disturbed kids--ages 11-14). Essentially it is the same program as for "regular" kids including "mini-businesses." He finds special education kids want to be involved in doing--not just exploring.

Ninth and tenth grade special need kids are in an elective program designed to keep them in school. It is centered on career exploration with emphasis on skills in relating with other workers, good work habits, social skills, etc. It is possible for some of these kids to go to the area vocational school.

Dorothy - Illinois School for Blind serves 166 visually handicapped: 20 junior high, 35 senior high, 25 pre-vocational education, 34 elementary--also 26 both deaf and blind.

Pre-vocational program: a)develops skills but not job specific skills; b)an alternative program for kids who do not function well academically; and c)funded by DVR.

Their Career Awareness Program was based upon Illinois' Career Awareness Handbook. The goal was to make smaller ones for specific kinds of handicapping conditions. Dorothy found her kids did not realize the value of things handed to them. She invented a "money experience." As "employer" the teacher told kids, "We will pay you 50¢ (play money) if you do your work on time." She let them buy school supplies with it and told them, "You can go on welfare if you want to, but, if you do, you will get only 10¢ per week. Will that buy the supplies you want to have?" If kids do well they save their money and 10% interest is paid (made up saving slips, checkbooks in braille).

The Weekly Reader has a career awareness section including one in braille.

Bill - Bill has written a good paper entitled "Career Education and Special Education Partnerships." As a former Career Education Director, he knows this subject.

Mainstreaming is used in Knox County. Thus, special education kids do get the same career awareness and career exploration experiences as all others do. In addition, special education kids have a resource room. The resource room teacher works with pupils on learning packages especially made for educable mentally retarded and learning disabled kids. (Note: A teacher can get another teacher's learning package only if she agrees to make up one more herself.) The resource room is completely individualized. Special needs students stay awhile and then go back to regular classroom.

Their Work Study and Placement Program is a special program for the handicapped. The main difference is that students are in a resource room(1 teacher for 25 students). The resource teacher goes out with students on work study sites in the afternoon and teaches them the basic academic skills in the morning. The resource teacher works with the two full-time placement specialists in the county who serve all vocational education students.

Susie - No attempt was made to make a special program for educable mentally retarded kids. The staff feels they can handle the regular materials.

In Career Awareness they use parents as resource persons. (Examples: one pupil's ego was built by having the teacher play up the importance of the garbage collector which was his father's occupation; and on a field trip to a restaurant, the educable mentally retarded pupils voluntarily chose to study occupations like busboy rather than head waiter.)

In Career Exploration the educable mentally retarded kids use a regular practical arts room but also have a special resource room. In effect, they get a "double dose" of practical arts.

In senior high the teacher of the educable mentally retarded is part of vocational education. Students make products for sale and have on-the-job training--(Examples: gas station, custodial work, lunchroom work).

Jerry - Bloomington has a special school for the severely and profoundly retarded (ages 6 months to 55 years--including 74 school age children). One thing they do is run a recycling operation for the city. Some make up to $75-80 per week.

The educable mentally retarded students are in self-contained classes in senior high. They get $300 per student from the state and use this money to develop a pre-vocational lab. They pay students to do things like bookbinding and mimeographing. They use incentive pay starting at 25¢ per hour and going up to $2.00 per hour. Really good work habits are being used. All students do bookbinding. Jerry defends it because their purpose is to teach work habits, not bookbinding.

In junior high special education students work in the community half days (competing with WECEP). These students are extremely successful because they are very dependable.

In senior high they find full-time jobs for students in the community who get three credits for this. After graduation, this becomes, in fact, their job.

A special placement program is run for handicapped. They spend as much time with graduates as with students still in school.

Senior high special education students are taught in a course called "Career Education." Such things as where to go to get food stamps; how to register for unemployment; income tax preparation; car insurance; and job application are included. CONSENSUS: the

course should get a new title.

Verna - Hawaii has curriculum guides for career education (K-14) to be infused in all subjects. Each of their four major goals has six subgoals. Specific behavioral objectives are designed in each school, although there are a number of general pupil objectives listed for each subgoal.

There are differences in delivering career education to special education students as opposed to others. Pre-teaching is sometimes necessary for some of the pupils. At the senior high level, special education students in vocational education classes are taught by skilled tradesmen, not regular vocational education teachers. It is expensive because, for each 120 special education students, they have to duplicate all the shops associated with all vocational education. Many of the teachers are retired persons from particular crafts.

Students can choose whether or not they want to participate and, if they do, what they want to take. The course begins with a two-week orientation for all after which choices are made by students. It is not designed to give job entry skills but, rather how to be an adult--(Example: carpentry class teaches how to repair things around the house).

The Vocational Rehabilitation Work Study Program in tenth grade includes: academic emphasis; introducation to vocations; emphasis on skills needed by all workers; and in-school job placement [paid 25¢ per hour]). In eleventh grade students get three different jobs during the year, but they cannot work more than 15 hours per week. The job can be in the school or in the community (if in the community, it is supervised by a vocational rehabilitation counselor). After graduation, every student becomes a vocational rehabilitation client. The program is working well except in the school for the deaf and blind.

SPECIAL ISSUES

Scope and Sequence of Career Education for Handicapped Students

Minnie - Every career education program should have a starting and an ending point. It should move from a)development of self-knowledge and self-awareness to b)expansion of job knowledge to c)expansion of knowledge of sources of information for a specific job.

Linda - Career education for the handicapped should operate out of a generic structure of sequential steps. The activity varies depending on the handicap, but there is a scope and sequence.

Phil - The special education mandates in most states have concentrated on child finding and assessment. This has kept many special education persons from being concerned about scope and sequence in curriculum.

George - Teachers did a curriculum guide on their own, designed to make students into productive citizens. They use it because they developed it.

Consensus - For the really creative teacher, a scope and sequence structure for career education would get in the way, but, for most teachers, a scope and sequence structure with specific suggested activities at each step is needed.

Consensus - Career education for the handicapped can use the same scope and sequence goals used for regular students, but, to the usual emphasis on adaptability and job specific skills, we must add "living skills" for the handicapped. Dorothy suggested that many handicapped students might profit from being able to learn their "living skills" in a residential setting for a year or two, after which they could be returned to a mainstreaming approach for the rest of their curriculum.

Need for Special Career Education Materials

Teachers must, and do, make special adaptations but do not need special materials.

Phil - Handicapped students need materials with more concrete activities rather than printed or filmed materials.

Jacob - We need low reading level materials.

Linda - We need materials covering as wide a range of occupations as possible. Jobs requiring only a low level of skill development must be included.

Phil - Handicapped students should be included in materials now being published for career education programs.

Career Education for the Emotionally Disturbed

Bill - We are really talking about the "socially maladjusted." Total personal values skill development is needed; work values are only a small part.

Linda - We have 2 centers for the emotionally disturbed. One of the key bases of operation is that these kids have not experienced success through their own accomplishment. This is career education as therapy.

Consensus - Career education, with its emphasis on accomplishment, is especially appropriate for the emotionally disturbed.

Consensus - Many therapists who work with the emotionally disturbed would do better if they knew more about career education.

Is Career Education for the Handicapped a Generic Topic?

Phil - Yes, if the goals are general.

Verna - The emphasis should be different for each handicap. The proper emphasis for the blind will not be appropriate for the educable mentally retarded.

Linda - Some things go across handicaps. For example, we could all use a manual on coping skills. (How do you react when someone calls you a name?)

Vocational Education Teachers and the Handicapped

Verna - In Hawaii, special education students assigned to vocational education are those who could make it, so nothing special is needed.

Jerry - Vocational education teachers do much instruction by reading manuals. If kids cannot read, many teachers do not want them in class.

Margaret - How can we duplicate the expensive vocational education equipment?

George - Many vocational education students drop out because they spend the whole first year just reading the manuals.

Linda - A lot of special education kids can do vocational activities but cannot write about their experiences.

Phil - Some vocational education teachers are afraid of handicapped kids.

Jerry - It would be easier to teach vocational education teachers about handicapped kids than it would be to teach special education teachers about vocational education.

Consensus - Vocational education should use the same criteria for selection into vocational education for handicapped students as are used for general students.

Career Decision Making for Handicapped Persons

Linda - Many handicapped kids are more complacent than others. They have been beaten down by too many for too long.

Margaret - Our goal is 80% success.

Linda - How can handicapped students appreciate their successes when their whole instruction program is designed to protect them from failure?

George - We can teach decision-making skills to mentally retarded kids.

Minnie - You cannot say you taught "decision making" just because you made students make decisions. Rather, the skills of decision making have to be taught.

Margaret - We teach decision making to moderately retarded students--(IQ 30-50).

Phil - We teach alternative lifestyles to the one they have grown up with. Then the student decides which lifestyle is desired.

Consensus - Values clarification is important for handicapped kids.

Goals for the Handicapped: Job Specific vs Adaptability Skills

Jerry - There is little specific job skill training in high school so, instead, we evaluate students on adaptability skills plus motor skills.

Linda - By first semester of the senior year, we identify the job we can certify special education students for when they leave school.

Phil - Residential schools for the deaf are doing more in job specific training than any other place for handicapped training.

Consensus - Adaptability skills are more appropriate to emphasize than are job specific skills at the secondary level, but job specific skills should not be ignored.

MINI-CONFERENCE 10
CAREER EDUCATION FOR FEMALE STUDENTS

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

November 17-18, 1975

Participants

Betty Cooke
Richardson, Texas

Joan Cunningham
Marietta, Georgia

Kathryn Diggs
Keene, New Hampshire

Jean Dimich
Billings, Montana

Mary Domahidy
Greeneville, S.C.

Patrick Fraleigh
Eugene, Oregon

Lena LaRae Glennon
Seattle, Washington

Sally Grose
Westport, Connecticut

Beth Gurrister
Salt Lake City, Utah

Nancy Luddeke
Amelia, Ohio

Lynne McLaughlin
Burlington, Vermont

Maxine Nichols
Providence, Rhode Island

Deede Sharpe
Atlanta, Georgia

General Impressions

This was a group of real experts in combating sex role stereotyping, as evidenced by their rich backgrounds of experience and action. Several participants are also equally expert in career education. I found their comments both insightful and deserving of careful study.

This group, while identifying a number of key issues, did not have time to resolve these issues. Thus, this report consists mostly of participants' expressions.

Near the end of the conference, the following resolution was passed:

> The Conference on Career Education for Females believes that every individual has a right to a career which incorporates her/his abilities, interests, and lifestyle in ways that eliminate barriers dealing with freedom of choice for individual career decisions. Women have found this right difficult to exercise in a society which has stereotyped them as secretaries, nurses, teachers, and homemakers and has not truly given them the

necessary choices to develop themselves as self-actualizing adult women.

Women in the world of work must be a high priority for USOE in career education to compensate for this past inequity. We recommend:

1. Twenty percent of USOE career education monies must be used for projects whose purpose is career development and life planning for women beyond traditional roles and those related to sex role stereotyping.
2. All funded career education projects must be written in nonsexist language and must contain a component addressing "women and the world of work" and encouraging female students to aspire to nontraditional roles.
3. Each career education project submitted must contain a copy of the school district's Title IX Plan or, in case of universities, state agencies, and nonprofit organizations, their Affirmative Action Plan (statement of compliance).
4. The USOE Career Education Office and the Women's Equity Office should each designate an individual from their offices whose responsibility would be to develop cooperative and supportive programs for women.
5. A process should be developed for identifying priorities to be addressed in demonstration models and addressing, among others, these issues: a) training for men to become sensitive to the changing roles of women and training for women in the needs of men; and b) projects dealing with homemaking as a legitimate role for men and women.

NOTE: OCE will consider these recommendations but recommendation #1 will not be possible.

Important Insights

Suburban housewives who enjoy a dependent role may have done more to defeat ERA than males.

It is not so much that men object to reduce sex role stereotyping but rather that many still do not believe it is a truly serious matter.

If an employed woman pushes too hard or too fast for women's rights, she risks being fired or, at the very least, ridiculed. This has held back progress.

It is probably better to work with girls and boys separately on problems of sex role stereotyping. APPARENT CONSENSUS.

Problems of sex role stereotyping and problems of sexual identity are both important, but they are quite different problems.

Forty-seven states now have a State Commission for Women. The National Association of Commissions for Women is located at 1 Dupont Circle, Washington, D.C.

Some people feel that one of the reasons women have not made good executives is that they never learned how to play on a team. This is part of the rationale for women sports in Title IX.

The Business and Professional Women's Foundation has a "how to do it" Career Awareness Handbook. The national office is at 2012 Massachusetts Avenue, N.W., Washington, D.C.

Someone in OE is asking for the return of SEGO materials. (OCE promises to find out about this and to try to reverse it.)

An NIE sponsored study done at Harvard University concluded that the key age for changing occupational stereotyping is grades 4, 5, 6, and 7.

OCE should continue to fund some demonstration projects aimed exclusively at career development problems of women. CONSENSUS.

Institutes have been funded under Title IV in 11 colleges to work on sex desegregation.

In examining occupational stereotyping in textbooks, it is not enough to see if the occupation is "put down." There must also be concern about whether women in that occupation are "put down."

A basic problem in reducing sex role stereotyping and thereby opening up opportunities for women, is the threat to insecure males. Participants in this conference believe there are many of them.

Organizations to be invited to the validation conference should include:

National Association of Commissions for Women
National Office, Project Equality

SEGO Project, APGA
Business and Professional Women's Foundation
American Association of University Women
Young Women's Christian Association
Girl Scouts of America
Resource Center on Sex Roles, NEA
Alpha Kappa Alpha
National Association of Negro Business and
Professional Women's Club
National Council of Negro Women
National Organization for Women
League of Women Voters
Coalition of Labor Union Women

Examples of Career Education Activities

Sally - NOW has examined elementary texts in Westport. They have ceased buying biased books. She is in a school with a two-fifths time career education coordinator. There is a career education committee in each school in the system.

Beth - DOL documentation had to be used to convince the superintendent that they needed a seminar on women in Utah. She runs this in various parts of the state.

The seminar focuses on the process of looking at themselves and their lives and runs for two days from 9:00 a.m. to 2:30 p.m. The first seminars involved senior high girls.

A slide/tape is used to show two young people getting married. The seminar then discusses what they could have done differently. Ten lifestyles using DOL profiles on ten people are also used. Small discussion groups are given four facts. The topic is "What Would My Life Be Like If I Did These Four Things." This is followed by introducing a number of chance factors that came along. A discussion of how these things would influence the systematic plans they had devised earlier concludes the activity.

Beth actually had some teachers tell students their grades would be lowered if they skipped class to attend this seminar. The mistake was in ignoring teachers and explaining it only to the superintendent and to the principal.

Lynne - Her job as CETA Vocational Counselor is to work with women who are single parents. She is President of Vermont NOW. Most NOW local chapters have an education task force. They do have an evaluation form to use in evaluating textbooks for sex stereotyping. Vermont NOW has a set of Vermont education statistics--(Example: 52 school system superintendent--all male; 93% of counselors are male).

Last year, she put a statement in Title I, Part B guidelines that said "all proposals must be written in nonsexist language." It was taken out because "we do not need it!"

Claire Stevens - She was an observer at this mini-conference. Claire is a counselor in Bristol, Connecticut.

Under OCE grant, Claire started a Sex Role Stereotyping In-service Workshop for faculty. Of 106 faculty, 25 volunteered. She could take 12, so she took one from each of the 12 departments (including all 5 men who volunteered). They started by writing biographies for each other (they were paired), then looked at the biographies to see sexism (six hours). The next workshop will be on texts. Claire had to present the plan to the 12 department heads--all were male. By the end of the grant, each participant will do something in career education in the classroom that is nonsexed based and prepare a bibliography of textbooks to be recommended to the board of education. As a follow-up, there will be an advocacy committee formed at the end of the project.

Nancy - Through the local Teachers' Association Nancy formed a Committee on Women's Rights in Education. They developed a position paper on sexism in the school district. She took it to 12 schools, revised it, and presented it to the board of education where it was lost. An example of recommendation is "teachers of all subjects should bring out the contributions of women."

In career awareness seventh grade social studies teachers, as occupational resource persons, are consciously trying to get women into traditional male occupations and vice versa. CONSENSUS: Better not to have both a male and a female for same occupation because students pay <u>most</u> attention to the one that is sex dominant in that occupation.

Women Into Tomorrow (WIT) is a greater Cincinnati group of adult women who help other women sort out their lives. They have a handbook of career resources for women, paid for by volunteers, including volunteerism and leisure time work. It is distributed by word of mouth.

Kathryn - Kathryn works in the OCE funded New Hampshire High School Career Education Model. In each school there is an advisory committee, a curriculum committee, and a guidance-community committee. Kathryn is the curriculum person. They recently ran a workshop on "Reading and Career Education."

Maxine - The Rhode Island Permanent Advisory Commission on Women has a budget of $10,500 (mostly for one clerk), two staff members are paid by CETA. The subcommittee on education has done a study of sex role practices in education in Rhode Island. An example of a recommendation is that boys should be allowed to take home economics and girls should be allowed to take auto mechanics. They completed such studies as "Rhode Island Women" (statistics), "Sex and Status in Academia," and "What the Rhode Island Woman Worker Wants to Know."

Project Equality (Providence). This NAB project attacks sex role stereotyping in schools (not yet off the ground). Project Equality in Rhode Island is housed in a Catholic church. It was originally started as a national movement by a number of churches. The original purpose was to combat minority problems and recently expanded to include females.

SEGO. In Rhode Island they tried to have teachers, counselors, and administrators in the same workshop. They intimidated each other (not a good idea).

The University of Rhode Island has a program to make girls aware of occupations, especially engineering. The Rhode Island Department of Employee Security has a program on "Counseling for Women." Brown University has a Women's Center which includes evening sessions on "Career Decisions and Directions."

Deede - Through Title III, they have a project to redefine guidance to include the total school staff with counselor as coordinator (competency based).

PECE (field experiences for junior high students) provides 20-30 experiences by the end of the year. It includes conscious efforts to expose girls to a broader range of careers.

They do use "Bread and Butterflies," a set of 15 career education films.

Mary - In 1963 YWCA did a survey showing a great need for counseling in careers for girls. Greeneville was in the survey. How does YWCA get in the schools? Mary goes in as a resource person for 3-5 days (boys and girls together). On the first day she announces they will discuss women in work. She asks them to imagine a 16 year old girl. "What would be an ideal life for her in the next 20 years?" Then use "mystery envelopes" which contain Bureau of Labor Statistics for Greenville. On the second day they take six real case studies which are short descriptions of what happened over ten years since high school (all women). Class then predicts the next ten years. On the third day they do decision making with some simulation (including budgeting). On the fourth day they are told what really happened. Role playing follows. This program is usually used in home economics and family living courses. Some teachers take Mary's materials and use it themselves with other classes.

"Future Search" is a peer counseling approach taken from the "Careers for Peers" program in Washington, D.C.

During YWCA week last year, they honored "Women in Non-traditional Jobs." They had trouble finding enough in Greenville. Those they found tended to resist becoming involved.

LaRae - LaRae is involved in Project Equality (Title III, K-12) which is in its third year now. They have a Speaker's Bureau Handbook and eighteen filmstrips of local women (blue collar and white collar). They developed a "Many Thousands Words" book (all pictures of women at work). It is looseleaf, so pictures can be taken out and displayed. Many women in the Speaker's Bureau have volunteered

to let girls spend one day at work with them. For their media display, librarians put together a bibliography. For a bicentennial project they used an American History approach to the careers of women. An example of one of their semester/9-week long courses is: "Women in American Life." This was substituted for "American History" (not ideal, but ideal is a long way off yet).

In elementary schools, they use the "isolated skills concept." Example: crawl and squat--something common to many occupations and something almost all can do successfully (lets students know they do have a vocational skill--even though it may be only one of a number needed). Other examples are "color discrimination" and "measuring."

Jean - Striving for Equality in Education (SEE) is part of Title IX and schools. It is one of eleven federal funded institutes on sex desegregation. It provides services to teachers, counselors, administrators, and school boards--not students directly (Title IV). It covers eight school districts in Montana (three full-time staff members). They tried to work with administrators first and found that, to try to sell awareness to middle aged white males, you scare them. It is now reorganized with two resource persons (one male and one female) doing a book on Power and Conflict.

There are three ways for change to come about: a)if you have to do it (this is where they still are now), b)if you want to be like someone else, and c)if you have internalized it. One thing people can see is athletics, so they use it.

Three things must be done prior to July 21, 1976: 1)appoint a person in the school district to be Title IX compliance coordinator; 2)make information on Title IX known; and 3)undergo an evaluation. They are working on these things.

Self-evaluation, at the local level, is written in the Title IX law. Some feminist groups see this as a weakness. Jean sees it as a strength.

Patrick - Pat deals primarily with suburban women who are dissatisfied with current lifestyle, but do not know what to do. Twenty-hour workshops are held to help women who are out of school and out of work. The key question is: "If life is not what you want it to be, what community resources exist that could make it better for you?" This program attracts women by TV, radio spots, and weekly newspaper ads. The tuition is $20. These women are very male dependent. The program tries to say, "You are not less feminine when you work." There are 25 people per group; ages range from twenties on up through the fifties. Each must have been out of school at least five years. Pat uses large group, small group, and individualized sessions. It gets more individualized as the period comes to a close. Follow-ups after each workshop are included. They now have a room at the college where these women can gather while enrolled in college courses.

Pat is now doing assertiveness training (for women only--mixed groups are no good). It includes a video assertiveness job lab and teaches job-seeking, job-getting, and job-holding skills. A number of women, after the course, decided not to change their lifestyles. Pat contends this, too, can be considered success.

Betty - "Locker room hangups" are tough for school administrators to get over now (with respect to Title IX) when women's rights are discussed.

TEA statewide program. Demonstration schools for individualized instruction, one in each service center, have much career education awareness at the kindergarten level.

Learning resource centers will be required for TEA accreditation by 1977. They would be an excellent place for sex-stereotyping-free materials dissemination.

Joan - As CVAE Coordinator, Joan talks about careers. Then she interlocks with academic teachers who relate their teaching to the careers class that Joan teaches. CVAE is a program for potential dropouts.

The Work Sample Evaluation Center (in a vocational school) has learning carrels coupled with hands on exploration. It depends a lot on outside resources.

Southern Bell has a good film "Jobs for Men and Women."

MINI-CONFERENCE 11
CAREER EDUCATION FOR GIFTED AND TALENTED PERSONS

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

November 19-20, 1975

Participants

Hilda Hill
New Albany, Mississippi

Betty Jane Huggins
Murfreesboro, Tennessee

Pearl Hutchinson
Lafayette, Louisiana

Barbara Jones
Charleston, W. Virginia

Walter Kopp
St. Louis, Missouri

Charles Lehrer
Denver, Colorado

Craig Matheson
Darien, Connecticut

Mary Meeker
El Segundo, California

Stanley Mulak
Springfield, Massachusetts

Pearl Powers
Watertown, Wisconsin

John Rader
Indianapolis, Indiana

General Impressions

Members of this group brought valuable materials to share. Presentations by Meeker, Matheson, and Rader were outstanding.

Most are specialists in the gifted and talented working in settings that have active career education programs.

Important Insights

It is philosophically contradictory to talk about an "honors" class having 36 or more students, but that is what often faces us.

Federally funded programs that demand a given proportion of minority persons and/or females sometimes cause operational problems in assembling classes of gifted and talented persons.

In special education, the maximum we can hope for, with respect to most students, is that they fit into the regular school program. Yet, this is the minimum we should expect for gifted and talented students.

There is a huge difference in thinking about people as "people" and thinking about people as "products for society."

One person felt that the basic function of the schools is to teach students how to learn and to want to learn. The emphasis should not be on the substance they need to know in order to function.

One person stated that the schools should transmit values of the current culture, not develop different values that will change the culture.

The advanced placement program is, in some ways, competitive with the high school executive internship program. This is an operational problem that school systems can and should solve.

The business/labor/industry community likes to work with gifted and talented students. Those relationships are easy to establish.

Programs for gifted and talented have to be accountable in terms of demonstrating academic competence, before they can afford to be creative.

Conceptually, it is just as sensible to think about patterns of skills that can be applied across many occupations as it is to look at occupational clusters. For the gifted and talented, it may be even better to think of skill clusters than occupational clusters.

If teachers organize their entire course around "learning packages," they leave themselves open to being replaced when, for example, a teacher strike becomes necessary. This is one reason why teachers have resisted the concept of career education learning packages.

If federal career education funds are put into upgrading regularly employed teachers instead of hiring career education specialists, the emphasis will remain long after the federal funds have disappeared. If, on the other hand, career education specialists are hired (using most of the money), the career education program will disappear, along with the specialists, as soon as federal funds are gone.

School systems will pay teachers an extra $300 per year to help students improve their golf score, but zero to help students improve their SAT scores.

Examples of Career Education Activities

Mary - The Structure of Intellect (SOI), in one sense, could be considered a model for career education (although it has implications for many other things as well). Based on Guilford, SOI has three areas: 1)academic/intelligence/language; 2)social/emotional; and 3)physical/neurological. Each area pertains to a wide variety of careers. Five kinds of abilities are measured: 1)comprehension;

2)meaning; 3)evaluation skills (e.g., decision making); 4)convergent production (doing it the way you were taught to solve problems); and 5)divergent production (using creative ways to get the right answer).

For each of the five kinds of ability, there are two dimensions on which the ability is measured: 1)Contents of Intelligence: figural (things); symbolic (data); and semantic (words and ideas). Note the similarity to Sid Fine's data - people - things construct. 2)Products of Intelligence: units; classes (classification); relations (example: how words are related); systems (example: computer programs depend on a "systems" approach); transformational thinking (example: punning is transforming words); and implications thinking (ability to generalize before one has given all of the data). The five abilities can then be thought of as skills to be developed.

If fully utilized, the SOI system could tell a person at which careers she or he is most apt to succeed. Information regarding student tests, etc. can be obtained from Mary.

Charles "Bud" - The Executive High School Internship Program started in NYC in 1971 (25 students with one teacher/coordinator). The Rockefeller, Ford, and other foundations gave money to spread it around. Denver, now finishing second year, has three teacher/coordinators and about 80 students.

How does the program operate? Students (mostly seniors) are on "sabbatical" for one full semester and placed with sponsors who are executives of various kinds and levels.

Students work with, not for, the sponsor in the kinds of things the sponsor must do (including executive decision making). Four days out of five, students work on the job full time. On the fifth day, they are in an all day seminar with their teacher/coordinator. One day per month, they meet with their principal to find out what is going on back at school.

Students get full academic credit but it does not affect their grade point average. All get social studies and English credit. Some get math credit, but they do not give credit for a specific course, e.g., American History. They have had no trouble with colleges accepting credits this way and colleges have welcomed these students. No money is paid to students.

Since students are placed with executives all professions are not covered. For example, they would not place a student with an M.D., but might place her or him with a hospital administrator.

Each intern does a project during the semester. For example, a Chicano boy, who wants to go into law, is doing a project now on minority problems in Denver.

The school selects the students. Criteria include: 1)academically sound (not necessarily top of the class), 2)good citizenship, and 3)a high degree of initiative. Bud has never had a student finish who failed to go to college.

Selection of sponsors depends on wanting to help students. It is easy to spot a bad sponsor in that students keep an analytical log and teacher/coordinator meets with students once a week. Sponsor must also explain to the staff why the intern

is there and what the intern is expected to do. For example, an intern may attend board meetings with the sponsor, play golf with the sponsor and others when business decisions are being made.

This program is supported 100% by local funds. The rationale is that it costs the school system no more because, with each teacher/coordinator taking responsibility for 25 students for all day, this saves the school system from hiring another teacher. Note: Participants questioned how this rationale holds up in NYC today.

Bud feels the 2-3 weeks training at national headquarters is most worthwhile and thinks it is better to go along with this proven national program than to attempt to develop a "homemade" substitute.

Bud is enthusiastic about results obtained so far. "Never have I seen students change so fast in four and one-half months. They are saying they now understand why it is important to study English."

Bud was asked which of the following two possible purposes is most important: 1)to learn what it is like to be an executive, or 2)to explore a wide range of occupations in a single industry. Bud chose the latter. Note: Not sure national headquarters would agree for the program.

Hilda - The "AA Program" (Able & Ambitious) is for students in grades 9-12 in rural Mississippi--14 small school districts--in cooperation with the University of Mississippi. It tries to broaden exposure of students, for example, bringing in the Southern Opera Company from Memphis, Tennessee.

Each gifted student must engage in some project to help the school. Examples of things teachers do are: 1)screen and identify students; 2)work with students on independent study projects; and 3)identify community resources for the gifted and talented.

Hilda has helped establish a local arts council that is emphasizing the cultural heritage of the area (a very rich heritage, indeed).

Walter - Marie Burrow, Director of Career Education for St. Louis, set up in-service meetings for all teachers of the gifted and brainstormed with staff, students, and parents with respect to possible activities in career awareness (grades 5-8) and job application skills (grades 7-8). They have prepared 20 kinds of career education learning packages for the gifted.

Examples of B/L/I involvement in career exploration for the gifted students include: a)an aerodynamics engineer from McDonnell Douglas is helping them build a wide tunnel in a school; b)in addition to observing a dance troop, they now study all of the careers required to make the dance troop function effectively; and c)26 parents are willing to come to school to meet classes of gifted students and discuss careers in middle management.

They are trying, with minority inner city students, to broaden the variety of ways of identifying the gifted and the talented (hopes to establish a center for performing arts at the elementary school level).

St. Louis statistics are as follows: all students--70% black and 30% white but of the 550 "gifted" students, 30% are black and 70% are white (primarily due to bias of Binet as a criterion).

A formal secondary school program for the gifted are nonexistent although they do have advanced placement, along with an early admissions program with local colleges.

Connie Anderson (Observer) - It is important to start with elementary students if identification of the gifted and talented is to be done correctly, (i.e., before the system has a chance to "turn them off." Their goal is to increase internal control of students--to get them to take responsibility for their own development at an early age. This starts with teachers. If teachers could do it well, Connie feels that specialists might not be needed. (Note: Yes, they would.)

Instead of looking at occupational clusters, they look for skill clusters, for an example, "tolerance for routine" helps gifted students accept things like spelling drills.

They do not segregate the gifted but they do have special "mini-courses" for the gifted taught voluntarily by teachers either before or after school for thirty minutes. An OCE grant this year has allowed them to buy substitute teacher time so regular teachers can be free to develop more of these "mini-courses." Of 16 teachers in one elementary school, they had 5 involved last year but 13 this year.

Pearl Powers - Now that federal funds are gone, about 20% of the teachers are continuing the career education emphasis. There is no special emphasis on gifted and talented. It is not a school board priority.

Craig - A tremendous slide/tape show on Staples High School's theater productions was shown--it was simply fantastic. Westport is an affluent suburban community with many residents earning a living through the creative arts. In 1967, this town was having typical student problems (drugs, demonstrations, etc.) so they decided to identify bright students, understand their feelings, and help them express themselves. They did it through creative drama.

Of about 2000 high school students, almost 1400 are in drama. Of 400 who graduated from the theater program, 85 are now professionals in the field.

Stanley - Springfield has an afternoon enrichment program in science (teachers paid extra). In their summer program, outstanding science and math students explored careers via field trips ($25 per student for transportation). Attendance is good. Last year, 10 teachers and 250 students participated for two weeks.

The philosophy of the school system is that students should make basic career choices prior to senior high. Thus, there are four kinds of specialized high schools: commercial, classical arts, science-technical, and vocational

They once had a federal program under which teams of teachers and students invented things--all the way from blueprints through production (over five years ago).

Super 7 Program involves a class of seventh graders from seven schools--25 gifted students with a gifted teacher. The teacher had these students as one of five classes taught. This class had much special equipment and many resource persons. Career exploration was a secondary, not a prime purpose of the program.

Their After School Enrichment Program is for students who want to learn something about vocational education but who do not want to enroll as regular students. It is currently limited to vocational education.

John - A fabulous simulation game with slide/tape show was shown. It is well worth obtaining. John is very concerned with human values questions in career education for the gifted and talented. This slide/tape show dealt with that area.

Barbara - Kanawa County has an assistant superintendent for career education. The primary concentration is on the average student. There is no special career education effort for the gifted and talented.

Children's College is a self-supporting, Saturday morning program at West Virginia College. Pupils in grades 3-6 take up to three courses. Courses include art, metereology, astrology, chemistry, and drama--most popular is art. Two hundred are now enrolled.

The gifted and talented are identified at kindergarten or before. There are special programs for each child. Some examples are: one professor took a third grader and taught her about greenhouses; a special program has been designed so the gifted can finish basic skill development in one-half day and spend one-half day in the community learning productive use of leisure time. Each identified gifted child is in some kind of leadership activity (K-6). Note: Parents of gifted and talented are the bast ones to identify them.

One rural county in West Virginia, using Title III funds, identified gifted and trains them to be paramedics (to help the one doctor in the county). A question was raised regarding whether this may be restricting freedom of career choice.

Pearl Hutchinson - Program COPEING (Career Oriented Phase Electives In A Nongraded System) operates at K-6 level. They are now writing nongraded curriculum guides with career emphasis for each subject infused in the curriculum guide. They have a well established, good career education program. The gifted are being taken care of as well as all others.

Before talking about career education for the gifted, we should first identify the basic weaknesses in American education that prevent the needs of the gifted from being met.

How can the needs of the gifted and talented be met in the career education resource centers started mainly to accommodate vocational education students?

Should gifted and talented students be segregated or assimilated?

If segregation of gifted students results in maximizing talent development, is it worth the price paid in terms of stereotyping them in ways that inhibit their development as human beings?

Does the OE definition of work apply to the gifted and talented?

Are schools supposed to help students take their place in society or is it to teach teach them to be literate?

MINI-CONFERENCE 12
CAREER EDUCATION FOR MINORITIES

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

November 21-22, 1975

Participants

Mary Arevalo
Glendale, California

Carlton Edmonds
Springfield, Mass.

Kaye Jeter
Pontiac, Michigan

Peter Lipovac
Blackfoot, Idaho

Harold Patterson
Olympia, Washington

Anisia Quinones
Flushing, New York

Betty Rea
Raton, New Mexico

Martha Roache
Washington, D.C.

Gwyned Simpson
Flushing, New York

Maria Swanson
Arlington, Illinois

Lafayette Townes
Greenville, Mississippi

Jonathan West
Eugene, Oregon

General Impressions

This conference had the most lively discussion and greatest amount of controversy, among participants, of any of the first 12 mini-conferences. Participants represented several minority groups and each was committed to making sure the voice of the minority group being represented was heard. Thus, much of what was said was not recorded in formal notes.

Important Insights

Some of the brightest of minority youth are to be found in "drop-out" programs because they are too smart to put up with the system "as is."

One person said that our goal ought to be to make all people Americans in the American system. No consensus could be found on this.

One person said that if minority kids need role models, they will go out and find them. No consensus.

It is better to teach "moral support" than "crutch support" to minority persons.

One person said that a difference between "black" and "negro" is as follows: a black understands the political consequences of color and commits himself to action whereas a negro is primarily committed to himself. No consensus on this.

The term "minority" is suspect to Indians because they see it only as a "smaller melting pot." They do not believe that what motivates an Indian is the same thing that motivates a black person.

Career education faces special challenges in meeting needs of upper middle class black families. Too much of the emphasis has been only on poor minority persons.

One person said, "Sometimes, when I go in an all-white group, I feel like an outcast going to a family reunion."

On Indian reservations, community leadership roles are not typically assumed, nor assigned to, college graduates.

With minority persons, it may be more necessary to deal with immediate need gratification, not long run planning.

While "techniques" appropriate for minority youth in career education will differ from those used with white youth, there is not simply one set of techniques that apply to all. Obviously, each is a unique individual. Thus, when you ask, "What is different about career education for minority persons?" you are asking essentially a nonsense question.

One person said that the "superstar" approach is the best to use with minority persons. Convince them that, if they are going to "make it," they must be the best. No apparent consensus on this.

Issues Raised About Career Education for Minorities

How can career education assure parental involvement with Indian youth?

When will appropriate career education materials be developed for bilingual students?

How can appropriate role models be found for Indian youth?

Career education and bilingual education share many of the same concerns and goals. How can they be brought together in ways that both programs better serve youth?

Are there special career education problems for various subcultures within the community of minority persons?

How can we keep the primary emphasis of career education on the teacher rather than on materials?

How do you motivate pupils toward career goals when they come from families with five to six generations having been on relief roles all their lives?

How can effective career education be delivered to minority persons in rural America?

Minority persons have been forced to exist on dreams because they have been denied facts for career decision making. How can we solve the dual problems of a)obtaining valid data, and b)transmitting valid data to minority persons?

Federal legislation, rules, and regulations are very effective in maintaining the status quo because they are often not fully explained to minority persons. How can they be changed to bring more emphasis to nontraditional people and programs?

How can career education and industry personnel more effectively work together in providing appropriate career education opportunities for minority persons?

Career development theories have been largely built using white, middle class males as subjects. How can more appropriate career development theories for minority persons be built, tested, and utilized?

Curriculum revision is important. How, for example, can all pupils know it was a black who invented air brakes and that a black designed the District of Columbia?

Would it be better to teach two history courses--one traditional and the other "Black History"--or is it better to put them together? No consensus.

The Issue of Role Models for Minorities

John - Formerly, there were no minority persons or women teaching vocational education courses at Lane.

Peter - Montana requires teachers who work with Indian students to take 3-6 semester hours of course work in Indian culture. This has been endorsed by the National Congress of American Indians, but not widely adopted yet.

Martha - It is difficult to find appropriate role models especially in some occupations, e.g., beautician.

Kaye - Minority youth can find their own role models.

Reactions to OE Paper on Career Education for Minority and Low Income Persons

Reactions were generally favorable, but it seems to fit blacks better than Indians. Suggested revisions are: 1)include a definition of "minority"; 2)"culturally different" could be substituted for "minority" and would increase acceptability to Indians; 3)there should be a stronger emphasis on the need for infusing career education in the curriculum. More than a sentence or two is needed; 4)build a stronger emphasis on the importance of counseling in the paper; 5)on page 7, take out the word "community," and on the fifth line from bottom, add "plan to"; and 6)on page 9 (second paragraph), add "and schools in rural areas."

Suggested Organizations for Validation Conference on Career Education for Minorities

National Congress of American Indians
Association of Mexican-American Educators
National Indian Education Association
NAACP - Education Commission
National Urban League
Southern Christian Leadership Conference
Teacher Rights Division, NEA
NSBA
National Migrant Education Association
Association for Non-White Concerns, APGA
ASPIRA of America, Inc.
Northwest Affiliated Tribes
Mexican-American Council on Education

PHASE 2

Coordinators of career education from forty-four state departments of education met in Washington, D.C. with Dr. Kenneth B. Hoyt, Director of the Office of Career Education, United States Office of Education. Approximately twelve coordinators were at each of the four mini-conferences held in January of 1976. These conferences enabled the Office of Career Education to determine the status of career education across the nation as viewed by state department of education personnel. Also discussed were problems, concerns, and successes in regard to coordination of career education within the states.

The Phase 2 report, which contains the notes of the proceedings of these conferences, was distributed on a limited basis. A summary of the outcomes of the Phase II mini-conferences can be found on the pages that follow.

SUMMARY OF THE OUTCOMES OF THE CONFERENCES

The overall picture of the present status and apparent prospects for growth of career education across the land, as revealed in the conference notes, is one of optimism and encouragement. Obviously, several serious problems were identified, but optimism was much more prevalent than pessimism. The following are the general insights gained from the conferences.

Interest in and Enthusiasm for Career Education

There appears to be a very strong consensus that both interest in and enthusiasm for career education are strong and growing still stronger at the local (LEA) level. While we found a few states where quite the opposite situation seems to exist, these were definitely exceptions to the rule. The level of enthusiasm, interest in, and support for career education at the state department of education (SEA) level, however, does not appear to be as high as it is in the LEAs. Almost twenty states indicated that one of the strongest areas of resistance to career education seems to be present among SEA staff, not those in LEAs. This is a problem that some coordinators may want to discuss with their chief state school officer.

Readiness for Implementation

Readiness for the implementation of career education, while apparently not as strong as local interest and enthusiasm, also seems to be high in most states. It appears that, if career education implementation legislation at the K-12 level were to be enacted by Congress this year, we would find over thirty states ready to move almost immediately into an implementation mode. This is very encouraging.

Level of Bonafide Career Education Efforts

While no exact statistics were given, each state coordinator was asked to make a "best guess" with respect to the proportion of students within the state now being exposed to career education. It appears that bonafide career education efforts are taking place in more than one-third of all school

districts and available for over one-third of the K-12 students at this time. It will be most interesting to compare these "best guesses" with results of the statistical random sample the American Institutes for Research (AIR) used in doing their "National Assessment of the Current Status of Career Education." If the information gained at these conferences is reasonably accurate, the AIR results will probably show career education reaching more than one-third of K-12 students--at least the K-9 students. It is also gratifying to note the apparent current movement at the senior high level.

Teacher Education Institutions and Career Education

It seems obvious that we still have a very long way to go before we can say that teacher education institutions, taken as a whole, are deeply involved in the career education movement. It looks as if most are not and that, of those doing something, the most common activity seems to be helping with in-service efforts--rather than restructuring their pre-service programs so as to infuse a career education emphasis there. The reports available regarding existing career education activities in teacher education institutions do indicate that they do appear to be using an infusion approach, rather than "adding on new courses." The notes that follow identify those states in which the greatest amount of activity appears to be present among teacher education institutions. Persons interested in getting information on their activities should contact the respective state coordinators.

Organizational and Reporting Arrangements of State Coordinators of Career Education within SEAs

As a general principle which holds that career education is for all students, it should follow that the state coordinator of career education should report to the chief state school officer. However, an increased deversity in reporting arrangements appears to be coming about for state coordinators of career education. The most common arrangement still seems to be that the state coordinator of career education is in the Vocational Education Division and reports to the state director of vocational education. Yet, if the notes are reviewed carefully, it can be seen that several are now assigned to the Division of Instruction, several more to Pupil Personnel Services Division, and a few have assignments whereby they report directly to the chief state school officer. The trend appears to be one of moving the state coordinator of career education out of the Division of Vocational Education.

In those SEAs where career education is housed within the Division of Vocational Education, there do not seem to be

many operational problems of having career education apply across the entire system. The state directors of vocational education in these states appear to continue to be giving strong support to make career education efforts apply across the entire K-12 system.

Support of Career Education by Vocational Education

In some states, it does appear that career education is losing support from the SEA Division of Vocational Education. The reasons for this are not so clear as is the fact that it is happening. Several state career education coordinators reported that, as of July 1, 1976, vocational education funds will not be available for career education. This is an unfortunate situation. Had it not been for the support vocational education gave to career education in the beginning, career education would not be in existence today. For this as well as for sound conceptual reasons, career education must continue to be supportive of vocational education--even where mutual support seems to be waning. True, the mission of career education is broader, but it certainly cannot accomplish its goals without a strong vocational education effort. In terms of a general principle, it can be stated in this way: AS WE MOVE BEYOND VOCATIONAL EDUCATION, WE MUST NOT MOVE AWAY FROM VOCATIONAL EDUCATION.

Leadership Support Emerging from Guidance and Counseling

It was gratifying to see the large number of states where strong leadership support is emerging from the guidance and counseling field. The situation with guidance and counseling, like that with vocational education, is that there is need for their expertise and services if the total career education effort is to be successful. In many states, there are counselors who have been less than enthusiastic about career education, but these conferences along with personal observations made around the country by the Director of OCE offer evidence that this situation is rapidly changing. Counselors do have a key role to play in career education and it is pleasing to see them taking a more active role.

Importance of Classroom Teachers

There do seem to be a few states where career education, in effect, appears to be a combination of vocational education and career guidance. This, of course, while valuable,

is not sufficient for a comprehensive career education effort. However, the crucial importance of all classroom teachers in implementing the career education concept must continue to be emphasized. This is one of the obvious advantages accruing to those state coordinators who are in their SEA Division of Instruction.

Funds for Career Education

It appears that our biggest common problem, as of now, is obtaining funds for career education. Many state coordinators are finding unique ways of using other kinds of federal funds. Several coordinators, however, reported that some funds are "drying up" this year (see page 7)--and this makes for very serious problems, indeed. As a REFORM movement, it makes theoretical sense to think in terms of redirecting current education monies to career education, rather than asking for brand new dollars under an assumption that all currently available funds will continue to be spent in the same way they always have been spent. This should continue to be emphasized as often as possible. This having been said, it is also apparent that we DO need SOME career education dollars specifically earmarked for this purpose. The "line item" approach in the state budget appears to be one idea that is working in many states.

The implementation of career education will not be easy and it will not be quick--no matter how much new financial help we get. The REFORM of American education is going to take some time.

Communication

The second biggest problem appears to be communication. Apparently, we still have a very long way to go in order for everyone to understand the career education concept in terms of its nature, goals, and basic methods. This was surprising in that we seemed to be further along on this problem than we apparently are.

State Coordinators' Workshops and In-service Activities

The large numbers of workshops and other in-service activities that the state coordinators have conducted in the last two years is impressive. The amount and variety of effort being expended is amazing and is reflected in the notes that follow. This kind of activity must surely be, and will continue to be, rewarding to all involved.

MINI-CONFERENCE 13
STATE COORDINATORS OF CAREER EDUCATION

Channel Inn
Washington, D.C.

January 5-6, 1976

Participants

Marion Bagley
Augusta, Maine

Paul Bennewitz
Phoenix, Arizona

Saul Dulberg
Hartford, Connecticut

Lyle Evenson
Bismarck, N. Dakota

Donn Maryott
Albany, New York

Robert Meyer
Madison, Wisconsin

Carol Reisinger
Springfield, Illionis

Angela Shelby
Washington, D.C.

Larry Westrum
Lincoln, Nebraska

MINI-CONFERENCE 14
STATE COORDINATORS OF CAREER EDUCATION

Channel Inn
Washington, D.C.

January 12-13, 1976

Participants

Anita Barber
Montgomery, Alabama

John Cook
Richmond, Virginia

C. Wayne Dillon
Raleigh, N. Carolina

Patrick Doherty
Edison, New Jersey

Walter Faulkner
Montpelier, Vermont

J. Leslie Firth
Wellesley Hills, Mass.

Robert Haakenson
Boise, Idaho

R. Lynn Jensen
Salt Lake City, Utah

Emiko Kudo
Honolulu, Hawaii

Emil Mackey
Little Rock, Arkansas

Walter Rambo
Austin, Texas

Marion Starr
Jefferson City, Mo.

Elizabeth Wampler
Indianapolis, Ind.

William Weisgerber
Lansing, Michigan

MINI-CONFERENCE 15
STATE COORDINATORS OF CAREER EDUCATION

Channel Inn
Washington, D.C.

January 19-20, 1976

Participants

Jim Athen
Des Moines, Iowa

Michael Elliott
Cheyenne, Wyoming

Ross Henderson
Frankfort, Kentucky

Richard Lutz
Olympia, Washington

Aida Muñoz
Hato Rey, Puerto Rico

William Nixon
Providence, R.I.

Phyllis Paul
St. Paul, Minnesota

Paul Peters
Sacramento, California

Eric Rannisto
Concord, N.H.

Jeanne Werschke
Denver, Colorado

Robert Wicker
Baton Rouge, La.

MINI-CONFERENCE 16
STATE COORDINATORS OF CAREER EDUCATION

Gramercy Inn
Washington, D.C.

January 26-27, 1976

Participants

Vivienne Anderson
Albany, New York

Niel Carey
Baltimore, Maryland

Bessie Etheridge
Washington, D.C.

Margaret Ferqueron
Tallahassee, Florida

Jack Ford
Columbus, Ohio

Denis Graham
Carson City, Nevada

Herman Grizzle
Tulsa, Oklahoma

Robert Martin
Charleston, W. Va.

Monty Multanen
Salem, Oregon

Dell Ohning
Santa Fe, New Mexico

Richard Parker
Pierre, South Dakota

Hazel Rockhold
Topeka, Kansas

PHASE 3

OVERVIEW

All the mini-conferences in Phase 3 focused on the topics that were discussed in Phase 1. The participants, representing national organizations, reviewed the proceedings of those earlier conferences and made suggestions and recommendations to the Director of the Office of Career Education. Dr. Hoyt is combining the insights gained from both phases into monographs which will be available soon through the Government Printing Office.

In order to avoid many redundancies, the notes of Phase 3 mini-conferences have not been included within this document. However, a listing of participants has been included. In addition, the notes of the proceedings taken at the final mini-conference can be found at the end of this section. Mini-conference twenty-seven was a special conference which reconvened several participants of previous conferences and also brought together several other representatives of business and community organizations. We are sure you will enjoy reading about what these very special persons are doing in career education.

MINI-CONFERENCE 17
CONCEPTUALIZATION OF CAREER EDUCATION

Gramercy Inn
Washington, D.C.

February 1-2, 1976

Participants

Elvis Arterbury
Partners in Career Education
Arlington, Texas

Melvin Barlow
UCLA
Los Angeles, California

Ross Henderson
Department of Education
Frankfort, Kentucky

Edwin Herr
Pennsylvania State University
University Park, Pennsylvania

Sidney Marland
College Entrance Examination Board
New York, New York

Barbara Preli
Jefferson County Public Schools
Louisville, Kentucky

Bruce Shertzer
Purdue University
Lafayette, Indiana

Donald Super
Columbia University
New York, New York

Robert Taylor
The Center for Vocational Education
Columbus, Ohio

Grant Venn
Georgia State University
Atlanta, Georgia

MINI-CONFERENCE 18
CAREER EDUCATION AND THE TEACHING/LEARNING PROCESS

Gramercy Inn
Washington, D.C.

March 1, 1976

Participants

Gordon Cawelti
Association for Supervision
and Curriculum Development
Washington, D.C.

Donald Rathbun
American Industrial Arts
Association
Washington, D.C.

Paul Salmon
American Association of
School Administrators
Arlington, Virginia

MINI-CONFERENCE 19
EVALUATION OF CAREER EDUCATION

Gramercy Inn
Washington, D.C.

March 2, 1976

Participants

Lois-ellin Datta
National Institute of Education
Washington, D.C.

Conrad Katzenmeyer
University of Wisconsin
Madison, Wisconsin

Anita Mitchell
American Institutes for Research
Palo Alto, California

Alice Scates
United States Office of Education
Washington, D.C.

Brandon Smith
University of Minnesota
Minneapolis, Minnesota

MINI-CONFERENCE 20
CAREER EDUCATION AND THE BUSINESS/LABOR/INDUSTRY COMMUNITY

Gramercy Inn
Washington, D.C.

March 4, 1976

Participants

Charles Heatherly
National Federation of
Independent Business
San Mateo, California

Julia Hubbard
Junior Achievement, Inc.
Stamford, Connecticut

John Sessions
AFL-CIO
Washington, D.C.

Thomas Walsh
Chamber of Commerce of U.S.A.
Washington, D.C.

MINI-CONFERENCE 21
CAREER EDUCATION AND COUNSELORS

Gramercy Inn
Washington, D.C.

March 8, 1976

Participants

Thelma Daley
American Personnel and Guidance Association
Towson, Maryland

Harry Drier
The Center for Vocational Education
Columbus, Ohio

Norman Gysbers
University of Missouri
Columbia, Missouri

Nancy Pinson
Department of Education
Baltimore, Maryland

Juanita Query
Central Cabarrus High School
Concord, North Carolina

MINI-CONFERENCE 22
CAREER EDUCATION FOR GIFTED AND TALENTED PERSONS

Gramercy Inn
Washington, D.C.

March 9, 1976

Participants

Catherine Bruch
University of Georgia
Athens, Georgia

Shirley Corey
New Orleans Public Schools
New Orleans, Louisiana

Hal Lyons
United States Office of Education
Washington, D.C.

Roger Ming
Department of Education
Albany, New York

Bettina Weary
United States Office of Education
Washington, D.C.

MINI-CONFERENCE 23
CAREER EDUCATION FOR HANDICAPPED PERSONS

Gramercy Inn
Washington, D.C.

March 18, 1976

Participants

Mel Appell
Unites States Office of Education
Washington, D.C.

Jean Hebeler
University of Maryland
College Park, Maryland

Paul Hippolitus
President's Committee on the
Employment of the Handicapped
Washington, D.C.

Robert Luckey
National Association for
Retarded Citizens
Arlington, Texas

Sharon Mistler
National Rehabilitation Association
Washington, D.C.

Raymond Trybus
Gallaudet College
Washington, D.C.

Bettina Weary
United States Office of Education
Washington, D.C.

Marion Wurster
American Foundation for the Blind
New York, New York

MINI-CONFERENCE 24
CAREER EDUCATION FOR MINORITIES

Gramercy Inn
Washington, D.C.

March 19, 1976

Participants

Helen Diaz
San Diego State University
San Diego, California

Fred Phillips
National Urban League
New York, New York

Althea Simmons
National Association for the
Advancement of Colored People
New York, New York

Bettina Weary
United States Office of Education
Washington, D.C.

MINI-CONFERENCE 25
CAREER EDUCATION FOR FEMALE STUDENTS

Gramercy Inn
Washington, D.C.

April 5, 1976

Participants

Raquel Dowdy
Project Equality of Ohio, Inc.
Worthington, Ohio

Joanne Hartley
National Foundation of Business and Professional Women's Clubs
Washington, D.C.

Lana Moresky
National Organization for Women
University Heights, Ohio

Helen Rachlin
National Council of Negro Women, Inc.
New York, New York

Donna Shavlik
American Council on Education
Washington, D.C.

Joyce Simonson
Women's Equity Advisory Council
Washington, D.C.

Mary Ellen Verheyden-Hilliard
American Personnel and Guidance Association
Washington, D.C.

Bettina Weary
United States Office of Education
Washington, D.C.

Louise Wheeler
National Federation of Business and Professional Women's Clubs
Washington, D.C.

MINI-CONFERENCE 26
CAREER EDUCATION AND PARENTS

Gramercy Inn
Washington, D.C.

April 6, 1976

Participants

Grace Baisinger
National Congress of
Parents and Teachers
Washington, D.C.

Catherine Chapin
Florida Congress of
Parents and Teachers
Tampa, Florida

Carol Kimmel
National Congress of
Parents and Teachers
Chicago, Illinois

Mary Kohler
National Commission on
Resources for Youth
Manhattan, New York

Ellen Munson
Idaho Congress of
Parents and Teachers
Sandpoint, Idaho

Edna Polin
New York Congress of
Parents and Teachers
Flushing, New York

Robert Shaver
Danville Community College
Danville, Virginia

Elaine Stienkemeyer
Michigan Congress of
Parents and Teachers
Holt, Michigan

MINI-CONFERENCE 27
INVOLVEMENT OF COMMUNITY ORGANIZATIONS AND ASSOCIATIONS IN CAREER EDUCATION

Gramercy Inn
Washington, D.C.

May 21, 1976

Participants

Richard Arnold
American Telephone and Telegraph Company
New York, New York

Richard Bauer
The United Methodist Church
Nashville, Tennessee

Norman Berg
Boy Scouts of America
North Brunswick, New Jersey

Joseph Bertotti
General Electric Company
Fairfield, Connecticut

Lenora Cross
Business and Professional Women's Foundation
Washington, D.C.

William Elliot
American Cyanamid Company
Wayne, New Jersey

Chester Francke
General Motors Corporation
Detroit, Michigan

Nancy Garfield
Girl Scouts of U.S.A.
New York, New York

Lee Hamilton
National Association of Manufactuers
Washington, D.C.

Maureen Walenga
Junior Achievement, Inc.
Stamford, Connecticut

Thomas Walsh
Chamber of Commerce of U.S.A.
Washington, D.C.

Lorraine Whipple
National Alliance of Businessmen
Washington, D.C.

Maureen Walenga: Junior Achievement

Project BUSINESS, a flexible economics education program for junior high students, was made possible through a grant from the Kellog Foundation. It brings business consultants into junior high classes. Seven sets of topics, prepared by Junior Achievement staff, are discussed once a week over an 18 week period. Junior Achievement hopes that it will be operational in 1500 classrooms by the end of 1976. Community volunteers do the program.

In addition to Project BUSINESS, they have an economic awareness program and a summer jobs program which is primarily for minorities and disadvantaged youth.

The regular Junior Achievement program is in 250 communities and is financed primarily by contributions from business. In many of the participating schools, students in this program receive high school credits which may be used to meet graduation requirements.

Chet Francke: General Motors Corporation

General Motors was the first major corporation to issue a career education policy with implementation guidelines. General Motors has 150 plants. A career education coordinator from GM is assigned, usually on a part-time basis, to work with schools on career education implementation.

About 12 of the 150 plants have very active efforts, or at least some effort, going on now. Others have yet to get started.

GM is interested in helping other corporations formulate career education policy statements. GM has a professional staff interested in and qualified for contributing to career education conceptualization efforts.

Tom Walsh: Chamber of Commerce of the U.S.A.

The Chamber of Commerce has had career education as a top priority for four and one-half years now. Eighty-five of the one hundred local Chambers are significantly involved in career education. There has been more involvement at the local level than on the part of State Chambers of Commerce to date.

Business is reluctant to approach schools on their own but, if the initiative comes from schools, business will support it.

The National Chamber has taken the leadership in bringing together a wide variety of agencies and associations, both within and outside of education, to prepare an official Chamber of Commerce publication on career education.

The National Chamber has supported career education legislation in the Congress.

Lenora Cross: Business and Professional Women's Foundation

The Business and Professional Women's Foundation has a program for counseling women who are 25 years of age and over.

A Carnegie Foundation grant with APGA has allowed them to serve as consultants to schools in developing more effective career counseling for women.

In the 250 to 300 communities where they are actively involved, their main contacts, on the whole, have been with counselors.

Nancy Garfield: Girl Scouts of the U.S.A.

A main concern of this group is that women are entering the labor market with a very limited perspective.

Girl Scouts has 3 1/2 million members and 500,000 are scout leaders. There are 350 Girl Scout councils in the country. They are trying to get a coordinated national effort on the problem of reduction of occupational sex role stereotyping.

Girl Scouts has one model program at present. "From Dreams To Reality" is a career exploration program in health careers. It is a series of gaming situations that are to be done in group situations for girls of 12 to 17 years of age. Their new handbook for Brownie scouts will have a separate section on "World of Work."

Lee Hamilton: NAM and NAIEC

National Association of Manufacturers (NAM) has always had a broader focus than simply career education. In 1969-1970, they issued public policy reports advocating industry/education cooperation. One dealt with appointing an industry/education coordinator at the federal, state, and local level. There is one such coordinator now in all 50 states, but most are part-time. New York has been a leader in this effort. NAM has a directory (in the process of being printed) that explains what 150 member companies are doing in the area of industry/education cooperation. It will be interesting to note how many of these companies are working with community career education efforts.

Mr. Hamilton is the immediate past president of National Association for Industry/Education Cooperation (NAIEC). Don Clark is the current President. In NAIEC's formation days, they were a part of the National Science Teachers Association. Early efforts involved bringing scientists from industry into classrooms. They later broadened efforts to include all parts of education.

NAIEC has 2 booklets. One explains how to set up community resource workshops. In 1973 the Community Resource Workshop Association merged with NAIEC. NAIEC has a program through which K-12 teachers meet to develop classroom activities that engage community resources to help students learn more in the classroom. These activities include, but are not limited to, resources from the world of paid employment. At one time there were 50 of these programs, each identified with a college that gave credit to teachers.

Under a USOE grant, NAIEC has a project to train high school placement directors.

NAIEC now has about 150 members. There are 20 NAIEC councils, 8 of which are in the State of New York.

Dick Arnold: American Telephone and Telegraph Company

AT&T has, for many years, had a policy of cooperating with school systems. Currently, AT&T has 300 of their people calling on schools full time. In addition to explaining the work of AT&T, they are actively infusing career education concepts in the schools.

Their main thrust is with counselors and teachers in helping them to reach K-12 students. Also, they are concerned about the general distrust of the business community that exists among educators who do not understand how the economy works.

AT&T has a new film entitled "Getting It Together." This film is for use with other businesses and tries to interest them in working actively in the implementation of career education.

Lorraine Whipple: National Alliance of Businessmen

NAB is a partnership that involves business, labor, and industry with education. One of their main tasks is to find jobs for disadvantaged, minority youth, ex-offenders, and others. Whereas their former efforts have been remedial, their prime emphasis now is on a preventive/developmental approach.

There are 130 metropolitan NABs operating across the country. Their major obstacle is getting cooperation from educators. They have 4 main programs: Career Guidance Institutes, Youth Employment, Youth Motivation Task Force, and College Cluster. The Youth Motivation Task Force has executives going into high schools and talking with students about the importance of staying in school. This is done mainly in English classes. The College Cluster encourages liberal arts colleges for minorities to join with other colleges having professional specialization offerings for minority students.

Joe Bertotti: General Electric Corporation

GE continues to be active both in Junior Achievement and in NAB.

GE Summer Seminars for counselors involve 50 counselors for 6 weeks at a time. Credit is offered by sponsoring universities. They are now doing the program on a team basis with each team including a counselor, a teacher, and an administrator from a given high school.

The prime difference between GE's Counselor Seminars and NAB's Career Guidance Institutes is that NAB has counselors visit a different industry each week for 18 weeks, while GE's program concentrates on participants studying all the various careers within a GE plant.

"Educators and Industry Program" lasts for 15 hours during the year and has educators visit GE plants. It is tied in with a university so credit can be given.

"Career Choice for Minority Youth Program" is directed toward increasing minority youth in engineering. It is operating across the country and has resulted in a 4 fold increase over 3 years in the number of minorities enrolling in engineering.

"Expo Tech" is a traveling road show for junior high students. The program is brought to the schools in a large van and provides hands on exploration for students interested in engineering. They have minority engineering college students working for this project.

Norm Berg: Exploring Division of Boy Scouts of America

In 1968 the Exploring Division started to help students decide what they wanted to do with their lives. They did away with uniforms and made it co-ed (about 1/3 girls now). Explorers conduct an annual survey on career choice of all students in many high schools. They now cover 70% of high school students with this survey.

There are 27,000 Explorer Posts involving 450,000 students between the ages of 15 and 21. Exploring Division has 400 full-time professionals.

Data from career interest cards are fed into a computer, then fed back to local communities encouraging local industries, in which students have indicated interest, to sponsor Explorer Posts.

Explorer Posts operate on a noninstructional, activity-oriented approach in which there is concern for total lifestyle--not just occupational choices.

Using funds from the American Medical Association, American Bar Association, and Coleman Corporation, BSA established Explorer Posts in health occupations for 35,000 students, law enforcement, and environmental education respectively.

Dick Bauer: Career Planning Council of The United Methodist Church

One and one-half years ago, the National Council of Churches started exploring the topic "Career Education and the Church." They were particularly interested in value questions.

In October of 1975, a meeting was held to convene representatives from National Council of Churches and USOE's Office of Career Education. The outgrowth has been initial establishment of a National Council on Christian Studies in Education and Work. Consultants have included such outstanding career guidance people as John Odgers and Carl McDaniels.

This group is trying to find 80 to 100 pilot sites in the country who, through local churches, will provide, share study papers on career education for discussion purposes, and formulate action programs in career education.

Bill Elliot: American Cyanamid Corporation

Their focus for the last 18 months has been on the teacher. They started with an economics program in New Jersey that has a classroom component, a business component, and an application component.

The National Education Association invited a dialogue on business/education cooperation. American Cyanamid now has an agreement in place with NEA. They held a joint conference with NEA in November of 1975 that involved 50 major companies. They now have a steering committee of 6 major companies. This committee sees 3 major needs: to get at changing attitudes of both educators and business persons, to serve as a clearinghouse for materials and resources, and to involve local plant managers and local teacher associations in collaborative efforts.

The "NEA Industry Council" will be the formal name of the organization they have formed. A meeting involving 200 large corporations will be called in September of 1976.

Career Education "Care Packages"

Each member of this conference agreed to send a package of materials in career education form his/her organization to all other participants.

Epilogue

This was a most productive conference. The Office of Career Education, USOE, has committed itself to doing what it can to help each of these efforts become even more successful in the future than they have been in the past.

DIRECTORY OF PARTICIPANTS

DIRECTORY

Phase 1

Adams, Judy
Teacher, Grade 3
Ellicott Road School
Ellicott Road
Orchard Park, New York 14004
(716) 662-9311
Home: 937-9385

Aldridge, Jeri
Teacher
Evergreen Junior High School
Rt. 1, Box 351
Evergreen, Colorado 80439
(303) 674-5536
Home: 278-0591

Almendinger, Audrey
Secretary
Secondary Career Education Project
Fairview Junior High School
Roseville, Minnesota 55113
(612) 636-0843
Home: 484-9416

Arevalo, Mary
Principal
White Elementary
744 East Doran Street
Glendale, California 91206
(213) 241-3111
Home: 244-2251

Arterbury, Elvis
Project Director
Partners in Career Education
1201 North Watson Road
Arlington, Texas 76011
(817) 265-7161
Home: 282-6615

Bacle, Louise
Counselor
Ouachita Parish High School
Kansas and Blanks
Monroe, Louisiana 71201
(318) 343-1406
Home: 248-3292

Berry, Arthur
Coordinator
Vocational-Technical Education
University of Maine, Portland-Gorham
College Avenue
Gorham, Maine 04038
(207) 839-3351
Home: 797-3845

Bertotti, Joseph
Manager
Corporate Educational Relations
General Electric Company
3135 Easton Turnpike
Fairfield, Connecticut 06431
(203) 373-2413
Home: 377-1143

Bowling, Judy
Teacher, Grade 2
Unionville Elementary School
Monroe, North Carolina 28110
(704) 283-4951
Home: 282-8384

Calderas, Anna
Career Specialist
Warren City Schools
261 Monroe Street, N.W.
Warren, Ohio 44482
(216) 841-2260
Home: 898-6479

Catlett, Phyllis
Teacher, Grade 1
13425 North 19th Avenue
Phoenix, Arizona 85029
(602) 942-5500
Home: 944-9546

Chapman, Genevieve
Geography/Language Arts Teacher
Central Junior High School
901 Cedar
Muscatine, Iowa 52761
(319) 263-7784
Home: 263-7094

Chappell, Lora
President
Mississippi PTA
1104 Ellis Avenue
Jackson, Mississippi 39209
Home: (601) 353-9298

Churchill, Barbara
Guidance Resource Specialist
Attleboro High School
Rathbun-Willard Drive
Attleboro, Massachusetts 02703
(617) 222-5150
Home: 222-4125

Clark, Dorothy
Teacher, Grade 4
Indian Hills Elementary School
6800 Indian Hills Drive
North Little Rock, Ark. 72116
(501) 835-5622
Home: 753-3695

Colm, Claus
Vice-President
Vermont National Bank
Fair Haven, Vermont 05743
(802) 265-4927
Home: 468-2260

Cooke, Betty
Regional Guidance Coordinator
Education Service Center,
Region 10
Richardson, Texas 75080
(214) 231-6301
Home: 363-1890

Cunningham, Joan
CVAE Coordinator
Wheeler High School
401 Holt Road
Marietta, Georgia 30062
(404) 971-1701
Home: 973-4981

Curtis, Carroll
Director
Research Coordinating Unit
Department of Education
Box 911
Harrisburg, Pennsylvania 17126
(717) 787-4865
Home: 697-1839

D'Andrea, Ann
Teacher, Grade 3
P.O. Box 174
Manchester Center, Vermont 05255
(802) 362-4215

Dawdy, Barbara
Career Development Coordinator
Kent Intermediate School
District
2620 East Belt Line, S.E.
Grand Rapids, Michigan 49506
(616) 949-7270
Home: 538-8848

Detamore, Rosa
Teacher
Julesburg Elementary School
525 Spruce
Julesburg, Colorado 80737
(303) 474-3318
Home: 474-2525

DeVault, Robert
Student Personnel Chairman
Career Education Center
P.O. Box 5749
Winston-Salem, North Carolina 27103
(919) 784-6370
Home: 765-8287

Dickmeyer, Marlys
Teacher, Grades 5-6
Robbinsdale District 281
3415 Louisiana Avenue, North
Crystal, Minnesota 55428
(612) 533-1629
Home: 425-5079

Diggs, Kathryn
Curriculum Coordinator
New Hampshire High School
Career Education Model
Cheshire House
Keene State College
Keene, New Hampshire 03431
(603) 352-1909
Home: (617) 649-7078

Dimich, Jean
Program Director
Striving for Equality in Education
Rocky Mountain College
Billings, Montana 59102
(406) 245-6151
Home: 252-5418

Dittes, Ruth
Business Education Teacher
Richfield High School
7001 Harriet Avenue, South
Richfield, Minnesota 55423
(612) 861-7511
Home: 888-2009

Domahidy, Mary
Program Coordinator
YWCA
700 Augusta Street
Greenville, South Carolina 29605
(803) 232-5173
Home: 244-6746

Duckworth, Delia
Teacher, Grade 6
Greeneville Middle School
Vann Road
Greeneville, Tennessee 37743
(615) 638-5741
Home: 638-3565

Dunning, Nadine
Teacher, Grade 2
Russell School
3216 Russell Street
Missoula, Montana 59801
(406) 543-6267

Dykes, Brenda
Coordinator of Career Education
P.O. Box 276
Sulphur Springs, Texas 75482
(214) 885-6051
Home: 485-2275

Edmonds, Carlton
Trustee
State College
229 Wilbraham Road
Springfield, Mass. 01109
(413) 734-3605

Faatz, Wright
Science Teacher, Grade 8
S.A.D. #51
Cumberland Center, Maine 04021
Home: (207) 839-6252

Ferry, Dorothy
Teacher
Illinois Braille and Sightsaving School
658 East State Street
Jacksonville, Illinois 62650
(217) 245-4101
Home: 245-5782

Fraleigh, Patrick
Counselor
Lane Community College
400 East 30th
Eugene, Oregon 97405
(503) 747-4501
Home: 343-6273

Frisby, Timothy
Materials Manager
R.J. Frisby Manufacturing Company
1500 Chase Avenue
Elk Grove, Illinois 60007
(312) 439-1150
Home: 991-3685

Gastright, Joseph
Associate
Program Evaluation Branch
Cincinnati Public Schools
230 East 9th Street
Cincinnati, Ohio 45202
(513) 369-4975
Home: (606) 581-7315

Gentry, Mary Sue
Intermediate Career Education Consultant
KLUX--Channel 10
5700 Mountain Vista Road
Las Vegas, Nevada 89120
(702) 451-1026
Home: 458-5974

Glennon, Lena LaRae
Title III Project Director
Project Equality
Highline School District
15675 Ambaum Boulevard, S.W.
Seattle, Washington 98166
(206) 433-2365
Home: 839-3064

Goldschmidt, Jacob
Learning Resource Room
Consultant
Mill Road School
Mill and New Roads
Northfield, New Jersey 08225
(609) 641-1731
Home: 822-7314

Gormly, Terrill
English Teacher/Career Advisor
Wheaton High School
12601 Dalewood Drive
Wheaton, Maryland 20906
(301) 942-6800
Home: 460-5629

Graham, Ann
President
Business & Professional
Women's Club
920 Laurel Street
Las Cruces, New Mexico 88001
(505) 524-2718

Grose, Sally
Division Coordinator
Humanities Division
Coleytown Junior High School
255 North Avenue
Westport, Connecticut 06880
(203) 227-8451
Home: 227-4912

Grube, Nannell
Career Education Counselor
Anne Arundel County Schools
Area Office #3
Box 1691
Millersville, Maryland 21108
(301) 923-2200
Home: 987-0231

Gurrister, Beth
Chair
Governor's Commission on the
Status of Women
Capitol Building
Room 118
Salt Lake City, Utah 84114
(801) 523-4000
Home: 923-6486

Gushee, Theresa
Prevocational Coordinator
Instructional Building
Prince George's County Public
Schools
Upper Marlboro, Maryland 20870
(301) 627-4800
Home: 336-2853

Hale, Annie
Teacher
Aliceville High School
300 Eutaw Road
Aliceville, Alabama 35442
(205) 373-2597
Home: 367-8636

Harriman, Lewis
Vice-President
Manufacturers & Traders Trust
Company
1 M&T Plaza
Buffalo, New York 14240
(716) 842-5390
Home: 882-6739

Hatlen, Philip
Professor of Special Education
San Francisco State University
1600 Holloway
San Francisco, California 94132
(415) 469-1080
Home: 939-8828

Hauder, Ruby
Teacher
South Junior High School
Nampa, Idaho 83651
(208) 343-4601
Home: 467-3926

Heine, Darwin
Superintendent
Fairbanks Water Treatment Plant
1300 First Avenue
P.O. Box 2215
Fairbanks, Alaska 99707
(907) 452-3396
Home: 456-5722

Heitzeg, Howard
Supervisor
Research & Evaluation
6020 Pontiac Lake Road
Waterford, Michigan 48095
(313) 666-4000
Home: 674-3991

Hildebrandt, Marilyn
Resource Teacher
3221 Scenic Drive
Modesto, California 95355
Home: (209) 526-2339

Hill, Hilda
Program Coordinator
Talented and Gifted Program
Three Rivers Educational Cooperative
319 Maine Street
New Albany, Mississippi 38652
(601) 534-5002
Home: 534-6523

Hoffman, Jerald
Social Studies Teacher
Powell High School
Powell, Wyoming 82435
(307) 754-5183
Home: 754-3072

Hohenshil, Susan
Counselor
Radford High School
Radford, Virginia 25141
(703) 639-2472
Home: 951-4377

Holloway, Cal
Placement Officer
715 North Walker
Room A101
Oklahoma City, Oklahoma 73102
(405) 236-2661
Home: 424-6532

Horne, Ray
School Board Member
Penn, North Dakota 58362
Home: (701) 393-4495

Horner, Peggy
Teacher, Grade 3
400 South Lake Drive
Watertown, South Dakota 57201
Home: (605) 886-7594

Huggins, Betty Jane
Community Representative
915 East Main Street
Murfreesboro, Tennessee 37130
(615) 896-1697

Hutchinson, Pearl
Career Education Curriculum Coordinator
Lafayette Parish School Board
Airport Road
Lafayette, Louisiana 70501
(318) 232-2620
Home: 235-4057

Jacobs, Linda
Special Education Coordinator
Anne Arundel County Board of Education
2644 Riva Road
Annapolis, Maryland 21401
(301) 224-1736
Home: 922-2945

Jackson, W.C.
Psychiatric Social Worker
Box 298
Gordo, Alabama 35466
(205) 364-8508

Jantzi, Julie
English/Social Studies Teacher
301 "G"
Milford, Nebraska 68405
(402) 761-2525
Home: 761-2929

Jarmer, Gary
Director
Occupational Education
Northwest Kansas Educational Cooperative
135 West 6th
Colby, Kansas 67701
(913) 462-6781
Home: 462-6562

Jeter, Kaye
Project Supervisor
Pontiac Adult-Student Learning Systems
Irving School
1830 West Square Lake Road
Pontiac, Michigan 48053
(313) 857-8282
Home: 373-7425

Johnson, Dolores
Teacher, Grade 2
Webster School
634 South 12th Street
Watertown, Wisconsin 53094
(414) 261-3326
Home: 261-4260

Jones, Barbara
Consultant
Gifted and Talented
Kanawha County Schools
200 Elizabeth Street
Charleston, West Virginia 25311
(304) 348-6640

Keener, Jerry
Director of Special Education
315 North Drive
Bloomington, Indiana 47401
(812) 339-3481
Home: 339-6963

Kemble, Edward
Teacher
Lincoln East High School
1000 South 70th
Lincoln, Nebraska 68510
(402) 489-7121
Home: 489-3355

Kemp, Hilda
Teacher, Grade 5
Fairview Elementary School
627 West 8th Street
Bloomington, Indiana 47401
(812) 332-2576
Home: 334-0463

Knott, James
English/Humanities/Speech Teacher
Carroll Community School
North Adams
Carroll, Iowa 51401
(712) 792-9594
Home: 792-4513

Kopp, Walter
Special Education Director
St. Louis Public Schools
1616 South Grand Boulevard
St. Louis, Missouri 63104
(314) 772-4322
Home: 961-5006

Kosier, Mary
Supervisor
Career Development Programs
Box 545
218 East 7th Street
Newton, Kansas 67114
(316) 283-0930
Home: 283-7670

Lageschulte, Wendy
Career Education Advisory Board
245 West Lincoln Avenue
Barrington, Illinois 60010
Home: (312) 381-0400

Lee, Verna
Special Education Program Specialist
Department of Education
Room 802
1270 Queen Emma Street
Honolulu, Hawaii 96813
(808) 548-6414
Home: 668-7102

Lehrer, Charles
Teacher Coordinator
Executive High School
Internship Program
Denver Public Schools
900 Grant Street
Denver, Colorado 80203
(303) 837-1000
Home: 421-0117

Leonard, Elizabeth
Volunteer School Worker
2719 York Road
Upper Arlington, Ohio 43221
Home: (614) 486-2889

Lewis, Margaret
Principal
Oak Grove Center
1527 Lincoln Avenue
Panama City, Florida 32401
(904) 785-7608
Home: 785-6360

Lipovac, Peter
Indian Education Coordinator
870 South Fisher
Blackfoot, Idaho 83221
(208) 785-5110
Home: 785-4790

Lombardi, George
Director
Handicapped Education
Davis Senior High School
212 South 7th Avenue
Yakima, Washington 98902
(509) 575-3316
Home: 966-5644

Lorente, Albert
International Representative
Skilled Trades Department
United Auto Workers
8000 East Jefferson
Detroit, Michigan 48214
(313) 926-5421
Home: 561-8951

Losekamp, Nancy
Career Education Coordinator
Jones Junior High School
2100 Arlington Avenue, N.W.
Upper Arlington, Ohio 43221
(614) 488-5921
Home: 486-2861

Luddeke, Nancy
Guidance Counselor
Amelia Middle School
P.O. Box 176
Amelia, Ohio 45102
(513) 753-5010
Home: 474-1311

MacDonald, Myrna
Counselor
Carson City School District
P.O. Box 603
Carson City, Nevada 89701
(702) 882-1313
Home: 882-9532

McGlothlin, Jack
Assistant State Legislative
Director
United Transportation Union
704 Turner Road
Pittsburg, Kansas 66762
(316) 231-7337

McGrath, Margaret
Teacher, Grades 6-7
Mill Road Middle School
Northfield, New Jersey 08225
(609) 646-5201
Home: 398-5645

McKinney, Pat
Career Education Specialist
Greer Middle School
Rt. 6, Chandler Road
Greer, South Carolina 29651
(803) 877-0174
Home: 877-9571

McLaughlin, Lynne
President
Vermont NOW
809 Pine Street
Burlington, Vermont 05401
(802) 863-3633
Home: 644-5451

McLean, Charles
Career Education Coordinator
Holyoke High School
Morlan and Gordon Streets
Holyoke, Colorado 80734
(303) 854-2284
Home: 854-3717

McMichael, Anne
Curriculum Specialist
Career Education
Walker Annex
1001 N.W. 4 Street
Fort Lauderdale, Florida 33311
(305) 765-6480
Home: 491-7727

Marchak, John
Managing Editor
Changing Times Education Service
1729 H Street, N.W.
Washington, D.C. 20006
(202) 337-8600
Home: (703) 360-4596

Marshall, Howard
Manager
Employee and Community Relations
McCormick Company
414 Light Street
Baltimore, Maryland 21202
(301) 539-6460
Home: 542-3061

Matheson, Craig
Director of Dramatic Arts
Darien High School
High School Lane
Darien, Connecticut 06820
(203) 655-3981
Home: 227-0418

Meeker, Mary
Director
Intellectual Institute
214 Main
El Segundo, California 90245
(213) 322-5995
Home: 545-5072

Meister, Ellen
Research & Development Coordinator
Madison Public Schools
545 West Dayton Street
Madison, Wisconsin 53703
(608) 266-6011
Home: 274-0173

Morris, Bertha
Teacher, Grade 1
Joseph McVey School
908 Janice Drive
Newark, Delaware 19711
(302) 731-2145
Home: 731-4249

Mulak, Stanley
Science Supervisor
Springfield Public Schools
195 State Street
Springfield, Massachusetts 01103
(413) 733-2132
Home: (203) 749-4749

Myjer, William
Manager
Architectural Division
254 West 31st Street
New York, New York 10001
(212) 279-8787
Home: 323-5935

Neal, William
Director
Special Education
Box 2188
Knoxville, Tennessee 37901
(615) 637-4615
Home: 586-1028

Nichols, Maxine
Career Development Director
P.O. Box 1907
Brown University
Providence, Rhode Island 02912
(401) 863-3326
Home: 783-4113

Nielson, Duke
Director
Manpower, Training & Education
Associated General Contractors
Suite 300
1660 South Albion
Denver, Colorado 80222
(303) 758-8411
Home: 798-8276

Norris, John
Staff Representative
Indiana State AFL-CIO
P.O. Box 385
1000 North Madison Avenue
Greenwood, Indiana 46142
(317) 881-6773
Home: 241-8731

Nugent, Rita
Work Experience
Coordinator/Counselor
Sunny Hills High School
1801 Warburton Way
Fullerton, California 92633
(714) 871-2280
Home: 556-0566

Oldham, Susie
Teacher Consultant
Deshmon School
Old Morgantown Road
Bowling Green, Kentucky 42101
(502) 843-4464
Home: 842-0858

Owens, Wayne
Community Affairs Manager
General Electric Company
Reentry & Environmental
Systems Division
3198 Chestnut Street
Philadelphia, Penna. 19101
(215) 823-3893
Home: 866-1014

Patterson, Harold
Associate Supervisor
Indian Education
Old Capitol Building
Olympia, Washington 98504
(206) 753-3635
Home: 533-5673

Phelps, Geraldine
Math Teacher
Merrimack Valley High School
Penacook, New Hampshire 03301
(603) 753-4311
Home: 796-2711

Phillips, Minnie
Learning Center Director
Madison Junior High School
1275 North Perry Street
Pontiac, Michigan 48058
(313) 857-8285
Home: 373-8723

Pitts, William
Project Manager
Career Education ESEA Title III
La Mesa Spring Valley School
District
4750 Date Avenue
La Mesa, California 92041
(714) 469-6171
Home: 462-5168

Potter, Robert
Music/Humanities Teacher
Enterprise High School
Enterprise, Utah 84725
(801) 878-2311
Home: 878-2426

Powers, Pearl
Teacher
Watertown Senior High School
Watertown, Wisconsin 53094
(414) 261-2370
Home: 261-4202

Quigley, Ted
Unit Sales Manager
7 Hillcrest Drive
Cumberland Center, Maine 04021
(207) 829-6637

Quinones, Anisia
Dean of Special Programs
Queens College
65-30 Kissena Boulevard
Flushing, New York 11367
(212) 520-7566
Home: 724-8994

Rader, John
Consultant
Gifted and Talented
Division of Curriculum
120 West Market Street
Indianapolis, Indiana 46804
(317) 633-4507
Home: (812) 876-2977

Rapley, Frank
Assistant Superintendent
Research and Evaluation
Brown Education Center
Room 1318
675 River City Mall
Louisville, Kentucky 40202
(502) 581-6571
Home: 425-4415

Rea, Betty
Teacher
Raton High School
Gardner Road
Raton, New Mexico 87740
(505) 445-9631
Home: 445-9828

Reynard, John
Assistant Manager
Personnel Division
DuPont Company
10th & Market Streets
Wilmington, Delaware 19898
(302) 774-5466
Home: 654-8196

Roache, Martha
Assistant Director
Career Development Exemplary
Project
Career Development Office
Browne Junior High School
24th and Benning Road, N.E.
Washington, D.C. 20002
(202) 724-4553
Home: 829-2184

Roberts, Ruth
Elementary Curriculum
Coordinator
Dyer School
52 Alfred Street
South Portland, Maine 04106
(207) 767-3222
Home: 799-7540

Ruff, Richard
Career Education Specialist
State Department of Education
1535 West Jefferson Street
Phoenix, Arizona 85007
(602) 271-5344
Home: 838-3782

Schell, Mary Lou
Washington State Career
Advisory Board
3715 North Monroe
Tacoma, Washington 98407
Home: (206) 752-2568

Schmidt, Roxane
Teacher
Wellsville Middle School
Brooklyn Avenue
Wellsville, New York 14895
(716) 593-1317
Home: 593-5963

Schoenbach, Alan
Career Education Specialist K-9
Educational Services Center
49 Osborne Street
Danbury, Connecticut 06810
(203) 792-1100
Home: 748-2254

Schwarz, Catherine
English Teacher
Howell High School
1400 West Grand River
Howell, Michigan 48843
(517) 546-6200
Home: (313) 971-2112

Sharpe, Deede
Program Development Coordinator
Room 253
Department of Education
State Office Building
Atlanta, Georgia 30309
(404) 656-2566
Home: 892-8540

Shelver, Janet
Elementary Career Education
Counselor
Sioux Falls Public Schools
Sioux Falls, South Dakota
(605) 334-2050
Home: 334-4235

Simpkins, Wanda
Teacher, Grade 6
Crescent School
205 Crescent Road
Beckley, West Virginia 25801
(304) 252-3480
Home: 252-5848

Simpson, Gwyned
Counselor
Queens College
65-30 Kissena Boulevard
Flushing, New York 11367
(212) 520-7565
Home: 978-3018

Smith, Rosalyn
Teacher, Grade 5
Ludlow-Taylor
6th and G Streets, N.E.
Washington, D.C. 20002
(202) 629-6901
Home: 832-0170

Smith, Thomas
Director
Research and Pupil Personnel Services
Box 269
Covina, California 91723
(213) 331-3371
Home: 339-5613

Spieth, Phillip
Supervisor
Evaluation Studies
Dade County Public Schools
1410 N.E. 2nd Avenue
Miami, Florida 33132
(305) 350-3862
Home: 688-0938

Stargel, Erma
Teacher/Curriculum Leader
1141 Center Street
Bowling Green, Kentucky 42101
(502) 781-4585
Home: 781-5025

Stratman, Marie
Elementary Counselor
Maiu Elementary School
Box 886
Kodiak, Alaska 99615
(907) 486-3131

Swanson, Maria
Director
Bilingual Education Service Center
500 South Dwyer
Arlington, Illinois 60005
(312) 255-9820
Home: 394-3129

Townes, Lafayette
Counselor
Coleman Junior High School
Greenville, Mississippi 38701
(601) 335-3626
Home: 335-4163

Trent, Jean
Teacher, Grade 6
Mason School
Colborn Road
Lee's Summit, Missouri 64063
(816) 578-4122
Home: 524-8590

Underwood, Melba
Science Teacher, Grades 7-8
Shady Spring Junior High School
Beaver, West Virginia 25813
(304) 253-5621
Home: 787-3102

Watman, Michael
Math Teacher
Somersworth High School
Memorial Drive
Somersworth, New Hampshire 03878
(603) 692-2434
Home: 749-4597

West, Jonathan
College Administrator
Lane Community College
4000 East 30th Avenue
Eugene, Oregon 97405
(503) 747-4501
Home: 344-9162

Wiedholz, Dora
Spanish Coordinator
Special Education
Hillcrest Elementary
100 Bennett
American Falls, Idaho 83211
(208) 226-2391
Home: 233-0100

Wilcox, James
Teacher
Devils Lake Central High
School
Devils Lake, North Dakota 58301
(701) 662-4971
Home: 662-4362

Wright, Gwendolyn
Reading Specialist
Farragut School
4025 Sullivan Avenue
St. Louis, Missouri 63107
(314) 531-1198
Home: 385-4215

Yee, Vivian
Teacher, Grades 4-5
Jorgensen School
1701 West Roeser Road
Phoenix, Arizona 85040
(602) 257-3956
Home: 959-1534

DIRECTORY

State Contact Persons for Career Education

STATE	CONTACT PERSON
Alabama	Anita Barber Career Education Coordinator State Department of Education State Office Building Rm. 815 Montgomery, Alabama 36104 (205) 832-3557
Alaska	Richard Spaziani Deputy Director Division of Educational Program Support Pouch F - State Office Bldg. State Department of Education Juneau, Alaska 99811 (907) 465-2800
Arizona	Eugene L. Dorr Associate Superintendent for Career Education & Director of Vocational Education State Department of Education 1535 West Jefferson Phoenix, Arizona 85007 (602) 271-5343
Arkansas	Emil Mackey Supervisor, Career Education Education Building Little Rock, Arkansas 72201 (501) 371-1894
California	Paul N. Peters Manager, Career Education Unit State Department of Education 721 Capitol Mall Sacramento, California 95814 (916) 445-2575
Colorado	Jeanne Werschke State Coordinator Career Education State Department of Education State Office Building 201 E. Colfax Denver, Colorado 80203 (303) 892-2242

Connecticut	Saul H. Dulberg Vocational Division State Department of Education State Office Building, Box 2219 Hartford, Connecticut 06115 (203) 566-2283
Delaware	Randall L. Broyles Assistant State Superintendent Instructional Services Branch Department of Public Instruction The Townsend Building Dover, Delaware 19901 (302) 678-4646
District of Columbia	Otho E. Jones Assistant Superintendent Career Development Program Public Schools of the DC Presidential Building, Rm. 1001 415 12th Street, NW Washington, D.C. 20004 (202) 737-5298
Florida	Margaret Ferqueron State Coordinator, Career Education State Department of Education J & B Building, Room 37 Tallahassee, Florida 32304 (904) 488-3860
Georgia	Gene Bottoms Director, Division of Program & Staff Development State Department of Education Office of Instructional Services Room 231, State Office Building Atlanta, Georgia 30334 (404) 646-2556
Hawaii	Emiko Kudo Administrator of Vocational Technical Education & State Coordinator of Career Education State Department of Education P.O. Box 2360 Honolulu, Hawaii 96804 (808) 548-6391

Idaho	Robert Haakenson Consultant, Career Education State Department of Education Len B. Jordan Office Building Boise, Idaho 83720 (208) 384-2281
Illinois	Carol Reisinger Career Education Specialist 100 North First Street Springfield, Illinois 62777 (217) 782-2826
Indiana	Elizabeth Wampler Division of Pupil Personnel Services Department of Public Instruction 10th Floor, 120 West Market Street Indianapolis, Indiana 46204 (317) 633-4370
Iowa	W.O. Schuermann Director, Career Education Division Department of Public Instruction Grimes State Office Bldg. East 14th & Grand Des Moines, Iowa 50319 (515) 281-3381
Kansas	Wilbur Rawson Career Education Coordinator State Department of Education 120 E. 10th Street Topeka, Kansas 66612 (913) 296-2241
Kentucky	Dorothy Alexander Director, Career Education (as of May 19, 1976) State Department of Education Capitol Plaza Tower Frankfort, Kentucky 40601 (502) 564-4394
Louisiana	Robert Wicker Director, Career Education State Department of Education P.O. Box 44064, Capitol Station Baton Rouge, Louisiana 70804 (504) 389-5568

Maine	Marion Bagley Consultant, Career Education Department of Educational & Cultural Services Bureau of Vocational Education Augusta, Maine 04330 (207) 289-3565
Maryland	Niel Carey, Chairman Career Education Task Force State Department of Education Box 8717 Baltimore, Maryland 21240 (301) 796-8300
Massachusetts	Vincent P. Lamo State Coordinator for Career Education Center for Occupational Education Two Sun Life Building 100 Worcester Street Wellesley Hills, Massachusetts 02181 (617) 235-7020
Michigan	William E. Weisgerber Director Office of Career Education State Department of Education P.O. Box 420 Lansing, Michigan 48904 (517) 373-9490
Minnesota	Phyllis Paul Consultant, Career Education and Guidance State Department of Education 657 Capitol Square Building 550 Cedar St. Paul, Minnesota 55101 (612) 296-4080
Mississippi	J.H. McMinn Career Education Coordinator State Department of Education Vocational Education Division P.O. Box 771 Jackson, Mississippi 39205 (601) 354-6819
Missouri	Marion Starr State Supervisor, Career Education State Department of Elementary & Secondary Education P.O. Box 480 Jefferson City, Missouri 65101 (314) 751-3545

Montana	Neal Christensen Superintendent of Guidance & Counseling State Department of Public Instruction Helena, Montana 59601 (406) 449-3095
Nebraska	Larry Westrum State Coordinator for Career Education State Department of Education 233 South 10th Street Lincoln, Nebraska 68508 (402) 471-2476
Nevada	Denis Graham Assistant Director, Office of Educational Accountability Capitol Complex State Department of Education Carson City, Nevada 89710 (702) 885-5700
New Hampshire	Eric Rannisto Career Education Consultant State Department of Education 105 Loudon Road Concord, New Hampshire 03301 (603) 271-2276
New Jersey	Patrick Doherty, Jr. Director, Career Development New Jersey Job Corps Center Building 871 Plainfield Avenue Edison, New Jersey 08817 (201) 985-7744
New Mexico	Jean Page Coordinator, Career Education 300 Don Gaspar Building State Department of Education Santa Fe, New Mexico 87503 (505) 827-5391
New York	Vivienne Anderson Director, Career Education State Department of Education 99 Washington Avenue Albany, New York 12224 (518) 474-5915

North Carolina	C. Wayne Dillon Education Specialist Education Building Edenton-Sailsbury Streets Raleigh, North Carolina 27611 (919) 829-3512
North Dakota	Lyle Evenson Assistant Director of Guidance Services State Capitol Bismarck, North Dakota 58505 (701) 224-2391
Ohio	Jack D. Ford Assistant Director Division of Vocational Education Room 903, State Department Bldg. 65 Front Street Columbus, Ohio 43215 (614) 422-5718
Oklahoma	Blan E. Sandlin Administrator, Guidance Services State Department of Education Oklahoma City, Oklahoma 73105 (405) 521-2426
Oregon	Monty Multanen State Director, Career & Vocational Education State Department of Education 942 Lancaster Drive, N.E. Salem, Oregon 97310 (503) 378-3584
Pennsylvania	Herbert J. Edwards Special Assistant to the Commissioner for Federal Programs State Department of Education P.O. Box 911 Harrisburg, Pennsylvania 17126 (717) 787-3976
Rhode Island	William Nixon Career Education Consultant State Department of Education Roger Williams Bldg. Hayes Street Providence, Rhode Island 02908 (401) 277-2841

South Carolina	M. Ellen Tollison State Consultant, Career Education 906 B Rutledge Building 1429 Senate Street Columbia, South Carolina 29201 (803) 758-3101
South Dakota	Richard D. Parker Administrator Guidance & Counseling Division of Elementary & Secondary Education New Office Building State Department of Education 804 North Euclid Pierre, South Dakota 57501 (605) 224-3442
Tennessee	Jerry Gaither Director of Career Education State Department of Education 115 Cordell Hull Bldg. Nashville, Tennessee 37219
Texas	Walter Rambo Director, Career Education Texas Education Agency 201 E. 11th Street Austin, Texas 78701 (512) 475-4291
Utah	R. Lynn Jensen Coordinator, Career Education Program 250 East 500 South Salt Lake City, Utah 84014 (801) 533-6091
Vermont	Walter Faulkner Career Education Consultant State Office Building State Street Montpelier, Vermont 05602 (802) 828-3141
Virginia	Carl L. Riehm Assistant Superintendent for Instruction State Department of Education 9th State Office Bldg. Richmond, Virginia 23216 (804) 786-2615

Washington	Richard R. Lutz Supervisor, Career Education Office of State Superintendent Old Capitol Building Olympia, Washington 98504 (206) 753-1544
West Virginia	Robert P. Martin Coordinator, Career Education State Department of Education 1900 Washington St., East Room B237 Charleston, West Virginia 25305 (304) 348-3896
Wisconsin	Robert Meyer Career Education Consultant Department of Public Instruction 126 Langdon Street Madison, Wisconsin 53702 (608) 266-7987
Wyoming	Michael Elliott Director, Career Education Hathaway Bldg. State Department of Education Cheyenne, Wyoming 82002 (307) 777-7411
American Samoa	Sili M. Atuatasi Director, Research, Development Planning & Evaluation State Department of Education Pago Pago, American Samoa 96799
Canal Zone	Russell W. Annis Panama Canal Government Schools-Division, Box M Balboa Heights, Canal Zone
Guam	Michael Rask Assistant Superintendent Career Education P.O. Box DE Agana, Guam 96910
Puerto Rico	Aida Muñoz Administrative Asst. to the Career Education Director State Department of Education Box 759 Hato Rey, Puerto Rico 00919 (809) 765-1475

Virgin Islands

Albert Ragster
State Department of Education
Division of Vocational Education
P.O. Box 630
St. Thomas, Virgin Islands 00801
(809) 774-5481

DIRECTORY

Phase 3

Appell, Mel
Specialist
Bureau of the Education
for the Handicapped
United States Office
of Education, ROB #3
Seventh & D Streets, S.W.
Washington, D.C. 20202
(202) 245-9661

Arnold, Richard
Manager
Educational Relations
American Telephone &
Telegraph Company
Room 538
195 Broadway
New York, New York 10007
(212) 393-8411

Arterbury, Elvis
Director
Partners in Career Education
1201 North Watson Road
Arlington, Texas 76011
(817) 265-7161

Baisinger, Grace
First Vice-President
National Congress of Parents
& Teachers
2870 Arizona Terrace, N.W.
Washington, D.C. 20016
(202) 537-0811

Barlow, Melvin
Director of Vocational
Education
Graduate School of Education
UCLA
405 Hilgard Avenue
Los Angeles, California 90024
(213) 825-4581

Bauer, Richard
Executive Secretary
Career Planning and Services
Office of Personnel
The United Methodist Church
P.O. Box 871
Nashville, Tennessee 37202
(615) 237-2700

Berg, Norman
Associate Director
Exploring Division
Boy Scouts of America
North Brunswick, New Jersey 08902
(201) 249-6000

Bertotti, Joseph
Manager
Corporate Education Relations
General Electric Company
3135 Easton Turnpike
Fairfield, Connecticut 06431
(203) 373-2413

Bruch, Catherine
President
Association for Talented and Gifted
University of Georgia
Athens, Georgia 30602
(404) 542-4110

Cawelti, Gordon
Executive Director
Association for Supervision and
Curriculum Development
1701 K Street, N.W.
Suite 1100
Washington, D.C. 20006
(202) 467-6480

Chapin, Catherine
President
Florida Congress of Parents and
Teachers
4524 Brookwood Drive
Tampa, Florida 33609
(813) 876-5519

Corey, Shirley
Supervisor of Cultural Resources
4100 Touro Street
New Orleans, Louisiana 70122
(504) 288-6561

Cross, Lenora
Executive Director
Business & Professional Women's Foundation
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036
(202) 293-1200

Daley, Thelma
President
American Personnel & Guidance Association
Baltimore County Board of Education
Carver Office
Towson, Maryland 21204
(301) 494-4248

Datta, Lois-ellin
Assistant Director
Education and Work Group
National Institute of Education
1200 19th Street, N.W.
Washington, D.C. 20208
(202) 254-5310

Diaz, Helen
Resource Teacher & Program Development Specialist
Institute for Cultural Pluralism
San Diego State University
5544 ½ Hardy Avenue
San Diego, California 92182
(714) 286-6608

Dowdy, Raquel
EEO Specialist
Project Equality of Ohio, Inc.
89 East Wilson Bridge Road
Worthington, Ohio 43085
(614) 888-9985

Drier, Harry
Associate Program Area Director
Vocational Development and Adjustment
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

Elliot, William
Manager
Educational Relations
Public Affairs Division
American Cyanamid Company
Berdan Avenue
Wayne, New Jersey 07470
(201) 831-1234

Francke, Chester
Director
Education Systems Planning
General Motors Corporation
3044 West Grand Boulevard
Detroit, Michigan 48202
(313) 556-3203

Garfield, Nancy
Director
Evaluation Unit
Program Department
Girl Scouts of the U.S.A.
830 Third Avenue
New York, New York 10022
(212) 751-6900

Gysbers, Norman
Professor of Education
College of Education
University of Missouri
Columbia, Missouri 65201
(314) 882-6386

Hamilton, Lee
Vice-President
National Association of Manufacturers
1776 F Street, N.W.
Washington, D.C. 20006
(202) 331-3767

Hartley, Joanne
Research Project Director
National Foundation of Business & Professional Women's Clubs
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036
(202) 293-1100

Heatherly, Charles
Director
Education Division
National Federation of Independent Business
150 West 20th Avenue
San Mateo, California 94403
(405) 341-7441

Hebeler, Jean
Professor of Special Education
University of Maryland
College Park, Maryland 20742
(301) 454-2118

Henderson, Ross
Coordinator
Title IX Programs
State Department of Education
Frankfort, Kentucky 40601
(502) 564-6603

Herr, Edwin
Professor of Education
Pennsylvania State University
323 Social Science Building
University Park, Penna. 16801
(814) 865-3427

Hippolitus, Paul
Program Specialist
President's Committee on Employment of the Handicapped
Room 636
Vanguard Building
1111 20th Street, N.W.
Washington, D.C. 20210
(202) 653-5044

Hubbard, Julia
Director
Research & Development
Junior Achievement, Inc.
550 Summer Street
Stamford, Connecticut 06901
(203) 359-2970

Katzenmeyer, Conrad
Director
Evaluation Department
Wisconsin Research & Development Center for Cognitive Learning
University of Wisconsin
Madison, Wisconsin 53706
(608) 262-4901

Kimmel, Carol
President
National Congress of Parents & Teachers
700 North Rush Street
Chicago, Illinois 60611
(312) 787-0977

Kohler, Mary
Director
National Commission on Resources for Youth
Manhattan, New York 10036
(212) 682-3339

Luckey, Robert
Consultant
Program Services
National Association for Retarded Citizens
2709 Avenue E, East
P.O. Box 6109
Arlington, Texas 76011
(817) 261-4961

Lyons, Hal
Director
Gifted and Talented Education Staff
United States Office of Education
ROB #3
Room 2006
Seventh & D Streets, S.W.
Washington, D.C. 20202
(202) 245-2482

Marland, Sidney
President
College Entrance Examination Board
888 Seventh Avenue
New York, New York 10019
(212) 582-6210

Ming, Roger
Supervisor
Education for Gifted
& Talented
State Department of Education
Main Building
Room 314-A
Albany, New York 12224
(518) 474-4973

Mistler, Sharon
Chairperson
Council of Consumer Members
National Rehabilitation
Association
1522 K Street, N.W.
Washington, D.C. 20005
(202) 659-2430

Mitchell, Anita
Senior Research Specialist
American Institutes for
Research
P.O. Box 1113
Palo Alto, California 94302
(415) 493-3550

Moresky, Lana
National Organization for
Women
3918 Washington Boulevard
University Heights, Ohio 44118
(216) 932-1986

Munson, Ellen
President
Idaho Congress of Parents
& Teachers
Rt. 2, Box 195
Sandpoint, Idaho 83864
(208) 263-5422

Phillips, Fred
Director of Education
Eastern Regional Office
17th Floor
National Urban League
477 Madison Avenue
New York, New York 10023
(212) 935-9720

Pinson, Nancy
Specialist
Pre-Vocational Education
State Department of Education
P.O. Box 8717
Baltimore, Maryland 21240
(301) 796-8300

Polin, Edna
President
New York Congress of Parents
& Teachers
154-13 64th Avenue
Flushing, New York 11367
(212) 358-9084

Preli, Barbara
Director
Career Education
Jefferson County Public Schools
Brown Education Center
Room 1032
Louisville, Kentucky 40059
(502) 581-5630

Query, Juanita
Secondary School Counselor
Central Cabarrus High School
505 Highway 49, South
Concord, North Carolina 28025
(704) 782-2712

Rachlin, Helen
Acting Director
Women Center for Education of Career
Advancement of the National
Council of Negro Women, Inc.
198 Broadway
Suite 201
New York, New York 10038
(212) 964-8936

Rathbun, Donald
Executive Director
American Industrial Arts Association
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 833-4211

Salmon, Paul
Executive Director
American Association of
School Administrators
1801 North Moore Street
Arlington, Virginia 22209
(703) 528-0700

Scates, Alice
Program Officer
(Occupational & Adult
Education)
Office of Planning, Budgeting,
& Evaluation
United States Office of
Education
Room 4079
Seventh & D Streets, S.W.
Washington, D.C. 20202
(202) 245-8380

Sessions, John
Assistant Director
AFL-CIO
815 16th Street, N.W.
Washington, D.C. 20006
(202) 637-5146

Shaver, Robert
Chairman
Commission on Education
Danville Community College
1009 Bonner Avenue
Danville, Virginia 24541
(804) 797-3553

Shavlik, Donna
Assistant Director
Office of Women in Higher
Education
American Council on Education
1 Dupont Circle, N.W.
Suite 831
Washington, D.C. 20036
(202) 833-4692

Shertzer, Bruce
Chairman
Counseling & Personnel
Services
Purdue University
Lafayette, Indiana 47907
(317) 749-2273

Simmons, Althea
National Director for Education
Programs
National Association for the
Advancement of Colored People
1790 Broadway
New York, New York 10019
(212) 245-2100

Simonson, Joyce
Executive Director
Women's Equity Advisory Council
Suite 821
1832 M Street, N.W.
Washington, D.C. 20026
(202) 382-3862

Smith, Brandon
Chairman
Research Coordinating Unit
Association
University of Minnesota
145 Peik Hall
Minneapolis, Minnesota 55112
(612) 373-3838

Stienkemeyer, Elaine
President
Michigan Congress of Parents
& Teachers
936 North Onondaga
Holt, Michigan 48842
(517) 676-2894

Super, Donald
Professor Emeritus
Psychology and Education
Teachers College
Columbia University
New York, New York 10027
(212) 678-3254

Taylor, Robert
Director
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

189

CE 007 188

Trybus, Raymond
Director
Office of Demographic Studies
Gallaudet College
7th & Florida Avenues, N.E.
Washington, D.C. 20002
(202) 447-0301

Venn, Grant
Callaway Professor of Education
Georgia State University
University Plaza
P.O. Box 49
Atlanta, Georgia 30303
(404) 658-2000

Verheyden-Hilliard, Mary Ellen
Educational Consultant
American Personnel and Guidance Association
3747 Huntington Street, N.W.
Washington, D.C. 20015
(202) 966-6997

Walenga, Maureen
Assistant Director
Research and Development Department
Junior Achievement, Inc.
550 Summer Street
Stamford, Connecticut 06901
(203) 359-2970

Walsh, Thomas
Assistant Director
Economic Security, Education, and Manpower Section
Chamber of Commerce of U.S.A.
1615 H Street, N.W.
Washington, D.C. 20062
(202) 659-6000

Weary, Bettina
Education Program Specialist
Division of Education for the Disadvantaged
United States Office of Education
ROB #3, Room 3659
Seventh & D Streets, S.W.
Washington, D.C. 20202
(202) 245-2543

Wheeler, Louise
Director
Public Relations
National Federation of Business & Professional Women's Clubs
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036
(202) 293-1100

Whipple, Lorraine
Administrative Director
Youth Division
National Alliance of Businessmen
1730 K Street, N.W.
Washington, D.C. 20006
(202) 254-7172

Wilkerson, Wiley
Career Education Consultant
Region IV Education Service Center
Box 863
Houston, Texas 77001
(713) 868-1051

Wurster, Marion
Director
Program Development Division
American Foundation for the Blind
15 West 16th Street
New York, New York 10011
(212) 924-0420

190

☆ U.S. GOVERNMENT PRINTING OFFICE: 1976-660-642/73 Region No. 5-11